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ABSTRACT

This curriculum guide contains teacher-prepared elementary school lesson plans on the U.S. Constitution. The document was developed as a result of a Franklin County (Ohio) Educational Council U.S. Bicentennial-related Constitution workshop, during which elementary school teachers and principals exchanged knowledge and resources. Each lesson plan includes: (1) the lesson title; (2) a goal; (3) objectives; (4) a suggested lesson length; (5) the grade level(s); (6) required resource materials; (7) procedures and activities; (8) an evaluation statement; and (9) the name, school, and school district of the person who submitted the lesson. Some lessons contain student learning activity sheets. Specific units include: (1) 33 primary level lesson plans; (2) 43 intermediate level lesson plans; (3) 3 middle school lesson plans; and (4) 11 lessons that can be adapted for use in most of the elementary grades. Eight supplementary units, activities, or lessons are provided. Maps, photographs, and drawings are included. (JHP)

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The Celebration Continues . . .

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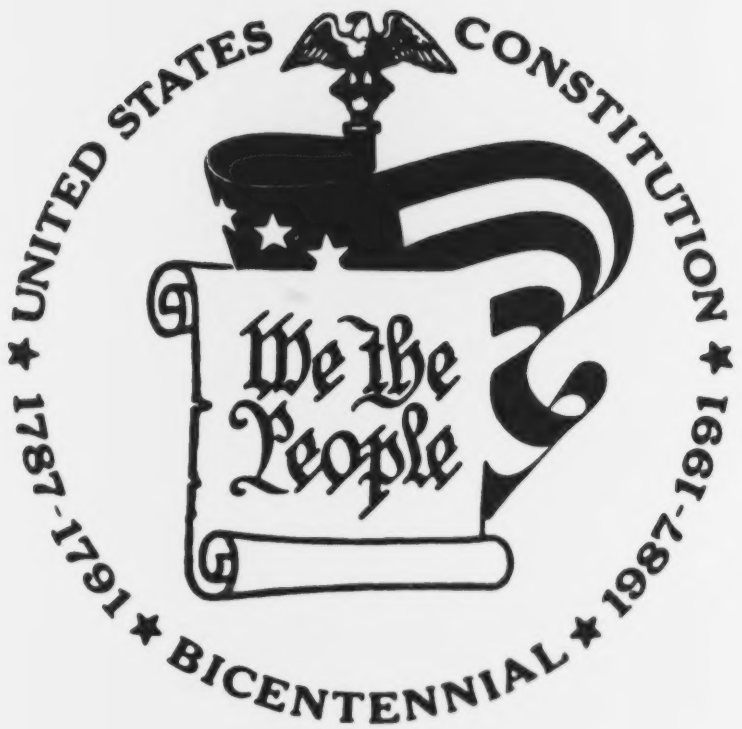

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We the People

PREFACE

In the summer of 1787, a group of 55 men gathered in a hot Philadelphia room to draft what they thought would be a revision of the Articles of Confederation. What actually resulted was our Constitution.

Two hundred years later, in July 1987, a group of Franklin County educators gathered in a hot Columbus room to "brainstorm" ways to help elementary teachers teach about the Constitution those men wrote. What resulted from the "brainstorming" was a seminar/workshop for Franklin County elementary teachers and principals, held on January 30, 1988, at the Columbus Public Schools Northgate Staff Development Center.

Following the seminar/workshop, teachers went to their respective classrooms and set about using the materials and ideas they received to help their students learn about our Constitution. Participants then provided copies of their lesson plans for inclusion in a resource guide. The book you hold in your hands is a result of their efforts.

Minor editorial changes were made in some of the lesson plans in order to have a degree of uniformity of appearance. Otherwise, the content and the language of the lesson plans is that of the author of the plan. In some cases, we could not identify the author, but the lesson was included anyway. We regret that we could not give credit to those teachers.

The names of the 55 delegates to the Constitutional Convention, and the 39 signers of the final document, are enshrined in history. The names of the Franklin County educators, and others who have helped develop this project, are listed in the credits at the end of this guide. We wish to give special recognition to those publishers who gave us permission to reproduce their copyrighted material in this guide.

We are all grateful to have been a part of this exciting celebration — and cerebration. We hope that you will join us in using these lesson plans to help students keep the dream alive. The celebration continues with each of you and your students.

Sincerely,

Patti L. Denney

Patti L. Denney, Ed.D., J.D.
Project Director
Columbus Public Schools

May 17, 1988

The Bicentennial of the U.S. Constitution.

In the last quarter of the 18th Century, there was no country in the world that governed with separated and divided powers providing checks and balances on the exercise of authority by those who governed. A first step toward such a result was taken with the Declaration of Independence in 1776, which was followed by the Constitution drafted in Philadelphia in 1787; and in 1791, the Bill of Rights was added. Each had antecedents back to the Magna Carta and beyond.

The work of 55 men at Philadelphia in 1787 marked the beginning of the end of the concept of the divine right of kings. In place of the absolutism of monarchy, the freedoms flowing from this document created a land of opportunities. Ever since, discouraged and oppressed people from every part of the world have chosen to come to our shores. This is the meaning of our Constitution.

The building of our government did not end with the signing of the Constitution on September 17, 1787; nor did it end with the ratification process by the thirteen individual states. The people had fought hard for their liberty and were not about to settle for just any new form of government. They wanted a government that was run by the people, for the people—a difficult task to accomplish. There were many different views on how such a system was to be created. With many views came many arguments. In 1789, when George Washington took the oath of office in New York as our first President, a new government was established, but not completed. Many people had accepted the Constitution with the understanding that amendments would be added. Most states would not accept the new document without a "bill of rights". Amendments and changes were proposed by the states. On December 15, 1791, after much debate, the Bill of Rights was ratified.

The Constitution is as relevant today as it was to our Founding Fathers. It helps define us as a people. Its revolutionary concepts of freedom and justice were—and still are—the fundamental reasons for the arrival of tens of millions of people to our shores over the last two centuries. In recent decades, the U.S. has experienced a resurgence in immigrants seeking to make a new life here, but many of these new Americans have never experienced the basic liberties and rights associated with our democratic traditions.

The Bicentennial offers an opportunity to celebrate the Constitution not only for the role it has played in American history, but also for its significance to modern government and its role in the continuation of our personal freedoms.

It's a chance for Americans to reaffirm the principles for which the Constitution and the country stand, those rights and liberties we tend to take for granted. It is a golden opportunity for this nation's citizens to learn more about their precious system of government, to remember the origins of our freedom and to pay tribute to the document that has produced a way of life envied the world over.

After two hundred years . . ., we continue to celebrate through 1991, to commemorate the founding period. And so . . . The Celebration Continues.

Commission on the Bicentennial of the United States Constitution

Warren E. Burger *Chairman*

Chief Justice of the United States, 1969—1986

We the People

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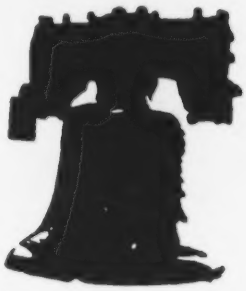

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LESSON TITLE: The Beginning of Our Nation

GOAL: The student will learn about his Country and to take pride in his Country's history.

OBJECTIVE:
1. To study the thirteen colonies.
2. To be aware of ethnic backgrounds.
3. To recognize our ties with European countries.
4. To begin to understand our break with England.
5. To recognize who wrote the Declaration of Independence.
6. To understand why the Declaration of Independence was written.

SUGGESTED LENGTH OF ACTIVITY: 4 weeks

SUGGESTED GRADE LEVEL: 2nd, 3rd

MATERIALS: Books, charts, history cards, time line, workshop information, maps, research information, president cards, tape ("Take Your Hat Off When The Flag Goes By")

PROCEDURE/ACTIVITIES:

1. Use world map to show where our ancestors were from.
2. Use U.S.A. map to show the thirteen colonies.
3. Research and discuss why the colonists broke with England.
4. Research and discuss who the founding fathers were and why they wrote the Declaration of Independence.

EVALUATION:

The children enjoyed this study very much. This leads into many other areas of our history such as: the study of the American Flag, what the stripes and stars represent, when other states joined the Union, research and learning the presidents, discussing the "Pledge of Allegiance"

SUBMITTED BY: Susan Howard

SCHOOL: Brentnell Montessori

SCHOOL DISTRICT: Columbus Public Schools

Name _____ Date _____

The New World

This is the "new world" that Columbus discovered. Look at it along with another map. Find the U.S.A. Put an X on it. Find Canada, South America, Mexico, Central America. Draw a circle on each one. Explorers came from four lands. Color the parts they found.

E = England = **Green**
F = France = **Red**
H = Holland = **Yellow**
S = Spain = **Orange**

Color the water **Blue.**

©Frank Schaffer

The American Colonies
Great Lakes
NEW HAMPSHIRE
MASSACHUSETTS
NEW YORK
RHODE ISLAND
CONNECTICUT
PENNSYLVANIA
NEW JERSEY
MARYLAND
DELAWARE
VIRGINIA
NORTH CAROLINA
SOUTH CAROLINA
GEORGIA
Gulf of Mexico
Atlantic Ocean

LESSON TITLE: Our Constitution

GOAL: To learn about the Constitution.

OBJECTIVE: To learn the different ways the Constitution protects us

SUGGESTED LENGTH OF ACTIVITY: Fifteen minutes a day for week

SUGGESTED GRADE LEVEL: First grade

MATERIALS: Mini pages of the Dispatch. I also copied dot to dot for children to do.

PROCEDURE/ACTIVITIES:

We wrote our Classroom Constitution

We the children of room 4 promise,
to do our work
to work neatly
to play safely and
to be nice to each other.

All the children signed the constitution. It will hang in the room all year as our rules.

EVALUATION:

SUBMITTED BY: Mary E. Crimmel

SCHOOL: Como

SCHOOL DISTRICT: Columbus Public Schools

LESSON TITLE: The American Flag

GOAL: To develop a sense of pride in our flag.
To show respect for our flag.

OBJECTIVE: To teach the history of the American flag.

SUGGESTED LENGTH OF ACTIVITY: one week

SUGGESTED GRADE LEVEL: 3-4

MATERIALS: Young Students Encyclopedia
thesaurus, dictionary & worksheets

PROCEDURE/ACTIVITIES:

1. The class says the Pledge of Allegiance. Discuss what the words pledge, allegiance, nation, God, indivisible, liberty and justice mean.
2. Color It Proud! worksheet.
Read and discuss what the colors, stripes and stars stand for in the American flag. Color the flag.
3. Have the children brainstorm words that they think of when they hear the word "flag". Write the children's words on the chalkboard. The teacher may add colorful synomyms to the list. The children may choose their favorite words and write a poem. The words do not have to rhyme.
4. Discuss why flags are displayed outside where people vote. Have a volunteer do a report on voting or election.
5. History of the American Flag - Report
6. Research sheets (following).

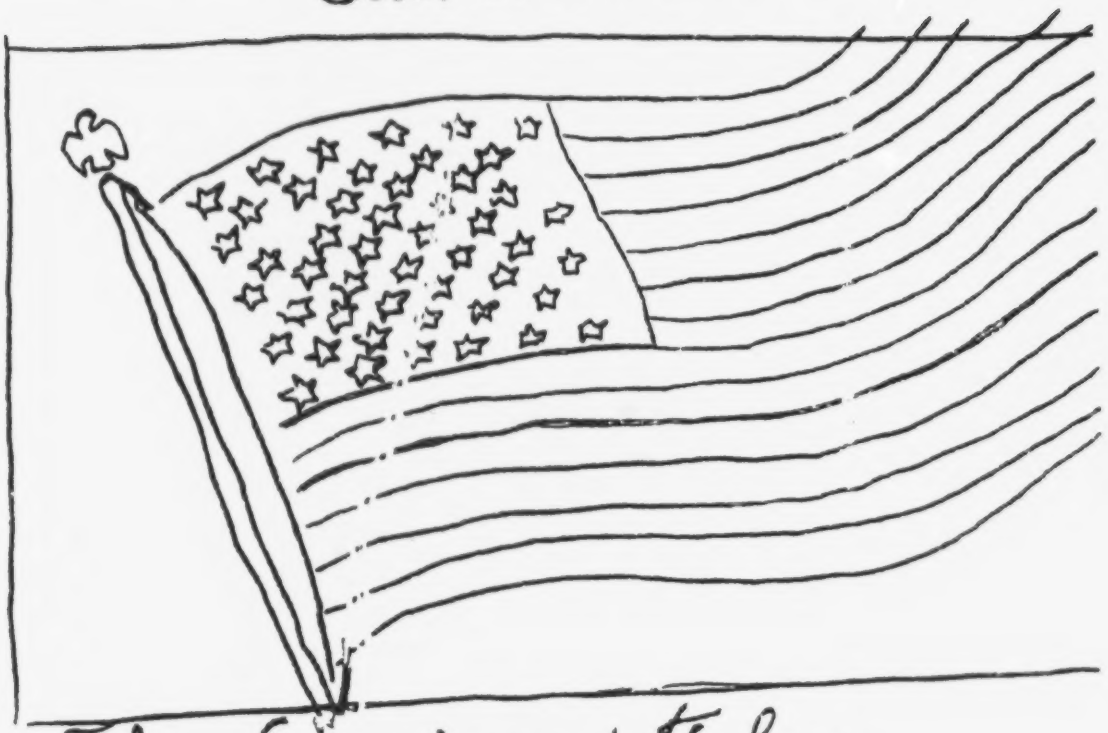
EVALUATION:

SUBMITTED BY: Barbara S. Allison

SCHOOL: Eastgate

SCHOOL DISTRICT: Columbus Public Schools

Color It Proud!



The American Flag and What It Stands For

Red stands for courage and strength

White stands for peace and light

Blue stands for truth and loyalty

Stripes stand for 13 original colonies and unity of purpose

Stars stand for 50 states

TASK: Find an article about the American flag in the encyclopedia. Look for changes in the American flag's design over the years.

OUTCOME: Make a time line using the dates when the flag was redesigned. Display the time line in your classroom and use it to give a talk about how the flag has changed since 1777.

Introduce yourself.
Tell how the flag has changed using the time line.

TASK: Find an aricle about flags in an encyclopedia.

Read about the correct way to fold the United States flag.

Practice with a friend.

OUTCOME: Arrange with your teacher for you and a friend to visit another classroom. Demonstrate the correct way to fold the U.S. flag in that classroom.

TASK: Some people say that Betsy Ross made the first American flag. Others say that it was made by a man, Francis Hopkinson.

Read about Betsy Ross and Francis Hopkinson in an encyclopedia.

OUTCOME: Write a letter to your principal stating who you think made the first American flag. Use facts from the encyclopedia to support your ideas. See letter form below.

Date

Greeting,

_____

Body

_____

Closing,

Signature

LESSON TITLE: Our American Flag

GOAL: Children will learn the meaning of the Pledge of Allegiance and gain a new respect for the American Flag.

OBJECTIVE: Students will use literature, music, art, and social studies to develop an understanding of the Pledge, and respect for the flag.

SUGGESTED LENGTH OF ACTIVITY: Part of an on-going unit in Citizenship, Mini unit (2 weeks)

SUGGESTED GRADE LEVEL: 2

MATERIALS: American flag (older flags throughout history) books; music: "I Pledge Allegiance," Your're A Grand Old Flag," "Red White and Blue," "There Are Many Flags," work sheets, art supplies: red, white and blue construction paper.

PROCEDURE/ACTIVITIES:

Recite the Pledge. Ask how many white and red stripes in the flag.
Have children come up and count them. Why each number? Ask about other American symbols? Children will know some (i.e. bald eagle, liberty bell, Uncle Sam) Relate to symbols children already know such as in Math: (+ - =).
(1) Give out worksheet on the flag
(2) Go over words to the Pledge. Ask for meaning of: pledge, allegiance, republic, nation, indivisible, liberty, justice, symbol. Line by line develop synonyms for each word.
(3) Give out worksheet on Pledge .
(4) Math activity: add five numerals - stars
(5) During music, teach songs above. For writing, put words to songs on board and have children copy. Sing words from copied song sheets.
(6) In art: make Betsy Ross flags, stars.
(7) In literature: the following book is recommended: The Story of Our Flag.

EVALUATION:

Informal discussions, worksheets, art work, and songs sung with enthusiasm. The way the children handle the flag when saying the Pledge. Can relate to the carrying of the flag and the flying of the flag on holidays, in parades, on the school flag pole, over capitol, etc.

SUBMITTED BY: Shirley Moliff

SCHOOL: Fairmoor

SCHOOL DISTRICT: Columbus Public Schools

LESSON TITLE: We the People

GOAL: To recreate scenes where rights have been violated, to reinstate the rights by verbal skills, and then to act them out.

OBJECTIVE:

SUGGESTED LENGTH OF ACTIVITY:

SUGGESTED GRADE LEVEL: 2

MATERIALS:

PROCEDURE/ACTIVITIES:

Talk about rights. Have students think of times when their rights were violated. Have students admit times when maybe they violated someone else's rights. Have students talk about times that they watched someone's rights taken away. (Include things like the right to speak, to go to the bathroom, to play with a certain toy, etc. Be sure they are common, everyday things). Have students talk about possible solutions to these problems.

Have students vote on the 3 situations they would most like to role play. Have them practice then "perform" for the class.

EVALUATION:

SUBMITTED BY: Tracie Clay

SCHOOL: John Burroughs

SCHOOL DISTRICT: Columbus Public Schools

LESSON TITLE: Saluting the Flag

GOAL: That students will learn the importance of saluting the U.S. flag.

OBJECTIVE: The students will be able to:
a. salute the flag as it goes by in a parade
b. learn the importance of saluting the flag.

SUGGESTED LENGTH OF ACTIVITY: 20 minutes

SUGGESTED GRADE LEVEL: K - 2

MATERIALS: U.S. flag - coloring paper (following) - poem by Janeen Brady (following) printed on a chart. (Both following pages are from Take Your Hat Off When the Flag Goes By!)

PROCEDURE/ACTIVITIES:

1. Unlock vocabulary: salute, respect, throw out your chest, Old Glory.
2. Call attention to the flag in the room.
3. Ask children to describe it.
4. Ask children what they have seen people do when flag goes by at a parade.
5. Tell children the importance of respecting the flag by saluting it.
6. Demonstrate with students' help what to do when flag goes by.
7. Read the poem.
8. Have children read it along with you line by line.

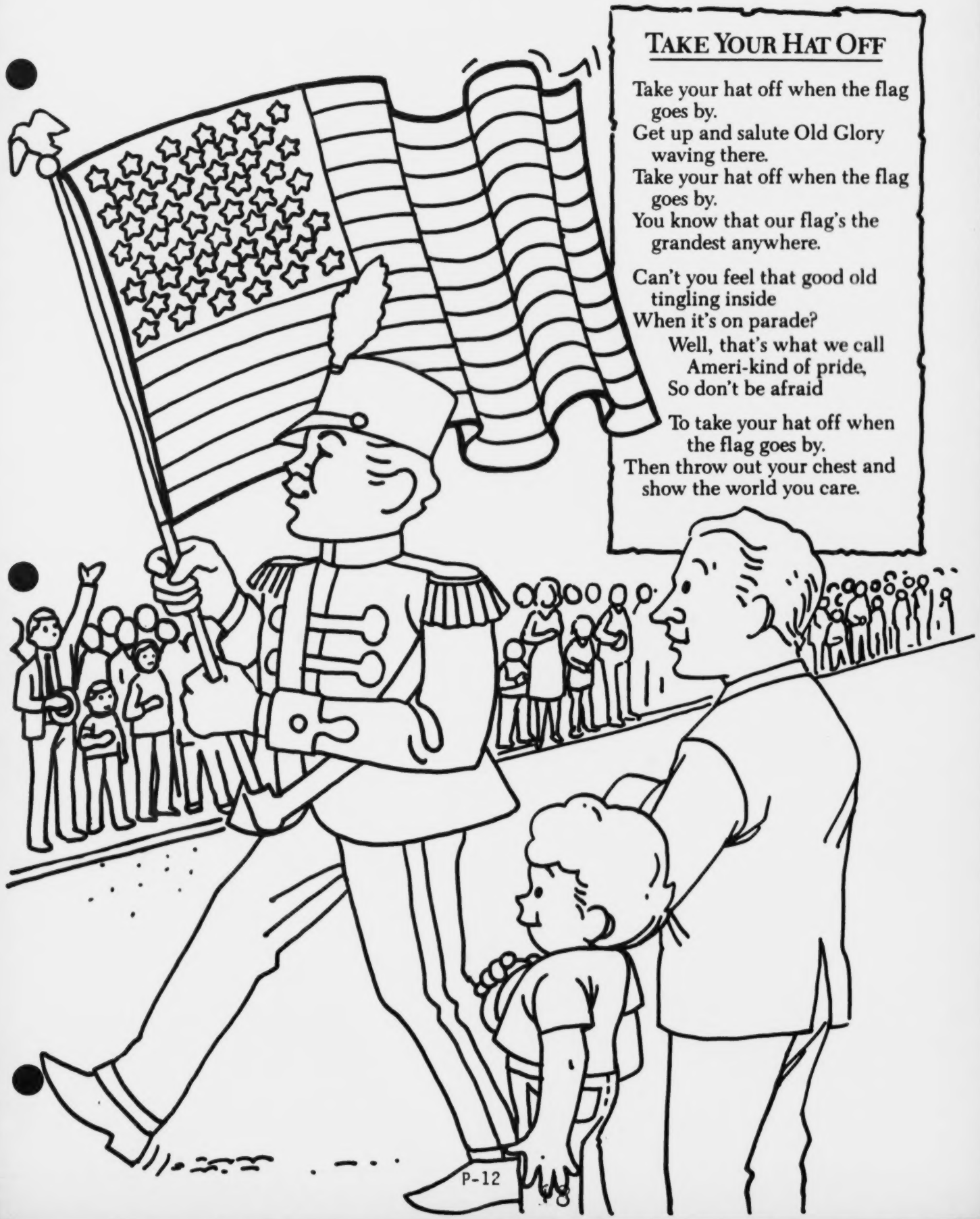
EVALUATION:

A. Pass the coloring handout.
B. Reread the poem.

SUBMITTED BY: Dulce B. Rothacker

SCHOOL: Library Media Center

SCHOOL DISTRICT: Columbus Public Schools


TAKE YOUR HAT OFF
Take your hat off when the flag goes by.
Get up and salute Old Glory waving there.
Take your hat off when the flag goes by.
You know that our flag's the grandest anywhere.
Can't you feel that good old tingling inside
When it's on parade?
Well, that's what we call Ameri-kind of pride,
So don't be afraid
To take your hat off when the flag goes by.
Then throw out your chest and show the world you care.

LESSON TITLE: It's My Right

GOAL: To reach desirable social habits such as fair play, courtesy toward others and consideration of the rights of others.

OBJECTIVE: The child will learn how his/her actions affect other's rights.

SUGGESTED LENGTH OF ACTIVITY: 20 to 30 minutes

SUGGESTED GRADE LEVEL: Kindergarten

MATERIALS: Small paper plates, tongue depressors, crayons, markers, and large/small blocks

PROCEDURE/ACTIVITIES:

Have students discuss/demonstrate how they look when they feel happy, sad, angry or surprised and make the appropriate feeling faces.

The teacher describes a pretend classroom/playground situation. For example, as Joey is getting a drink at the water fountain, Billy puts his hand in the stream of water and splashes it in Joey's face. How do you think Joey feels? Each child holds up the feeling face that identifies his/her emotion. Students will share their choice, and the teacher should help them verbalize why their right was violated.

Improvise a water fountain with blocks and let students role play the appropriate behavior.

EVALUATION: Student progress will be determined by the achievement of the desired learning outcomes such as, taking turns, sharing materials/equipment and in helping each other.

SUBMITTED BY: Phyllis D. Jones

SCHOOL: Peer Assistance and Review Program

SCHOOL DISTRICT: Columbus Public Schools

LESSON TITLE: Responsibilities of a Child (minor)

GOAL: To demonstrate the interaction of a child within his or her environment.

OBJECTIVE: To learn that responsibilities are everyone's concern.
At the end of the lesson, students should be able to:
1. identify and explain responsibilities
2. discuss the interrelationship of responsibilities
3. demonstrate responsible behavior
4. decide what they consider to be a responsible course of action for a specific situation
5. give reasons for decision.

SUGGESTED LENGTH OF ACTIVITY: 30-45 minutes

SUGGESTED GRADE LEVEL: 3 - 4

MATERIALS: Handout following

PROCEDURE/ACTIVITIES:

A. Begin the lesson by defining responsibilities.
B. Discuss the following story "Do I Have to Go?"
"Jamie get up," Mom calls from downstairs. "Time for school."
Jamie just lays there in bed not moving. "I won't go to school today; maybe never! Mom can't make me. There are too many other exciting things to do than go to school. I'll play like I'm sick."

EVALUATION:

Students will discuss the responsibilities that they have, and the interrelationship of their responsibilities and those of others. Students will participate in role-playing, which is incorporated in an attempt to determine the most responsible course of action.

SUBMITTED BY: Bernadette Monroe

SCHOOL: Pilgrim Elementary

SCHOOL DISTRICT: Columbus Public Schools

LESSON TITLE: The Meaning of the Preamble

GOAL: To write the Preamble in words so that the children can understand it.

OBJECTIVE: Reading the Preamble and understanding what is read.

SUGGESTED LENGTH OF ACTIVITY: about 4 days

SUGGESTED GRADE LEVEL: 3-4

MATERIALS: Preamble, paper, pencil, dictionaries, thesaurus

PROCEDURE/ACTIVITIES:

Read Preamble
Discuss and try to get information into language understood by 3rd and 4th graders.
List on board suggestions of "new" language; help each student make a contribution.
Have each student make final copy of Preamble after it has been rewritten.

EVALUATION:

SUBMITTED BY: Susan Swartz

SCHOOL: Salem

SCHOOL DISTRICT: Columbus Public Schools

LESSON TITLE: Living Happily Together in Kindergarten

GOAL: To create a happy environment for living, working, and learning.

OBJECTIVE: To write a Constitution (rules to live by) for our class. (Should be done at the beginning of the school year.)

SUGGESTED LENGTH OF ACTIVITY:

SUGGESTED GRADE LEVEL: Kindergarten

MATERIALS: Chart paper, marker, pencils

PROCEDURE/ACTIVITIES:

1. Discuss how we would like things to be in our class
   a. What is good?
   b. What is bad?

2. Make final decision as to what we think is best for the majority.

3. Write them in the form of a Constitution.

4. Each person signs the Constitution when completed.

5. Post it in the room.

6. Review from time to time to be sure we are following the Constitution (rules).

7. If problems come up during the school year, go back and see if an amendment is needed.

OTHER ACTIVITIES:

1. Learn patriotic songs such as: "Yankee Doodle", "America the Beautiful", "The Star Spangled Banner", etc.

2. Stories about the men who wrote the Constitution, for example, George Washington.

3. Draw pictures about our country and its first leaders.

EVALUATION: How will this Constitution help us?
Will this make us better citizens?

SUBMITTED BY: Eldoris McFarland

SCHOOL: Shady Lane

SCHOOL DISTRICT: Columbus Public Schools

LESSON TITLE: Neighborhoods Have Rules

GOAL: The students will be able to explain why we have rules.

OBJECTIVE:
1. Explain how rule can prevent problems.
2. List several ways people learn rules.
3. How do we help others follow rules?
4. Neighborhood rules are called laws.

SUGGESTED LENGTH OF ACTIVITY: 30 minutes

SUGGESTED GRADE LEVEL: 2nd grade

MATERIALS: This lesson is part of our social studies unit on "Neighborhoods." We read and discussed the text.
- scissors
- picture of busy city
- magazine

PROCEDURE/ACTIVITIES:
Hold up scissors. Ask about a rule for using that item. Why is it important to be careful of sharp items? Stress the importance of rules.
Look at picture of a busy city. Do you see any rules posted? Discuss various signs and why we have these rules.
Define rule - something that helps people know what to do or not to do.
Discuss school rules
Discuss rules at home and in their neighborhoods.
Who helps you to follow the rules?
How do laws help to keep us safe?
How do laws make our neighborhoods better places to live?
What neighborhood workers help others obey laws?
Cut pictures from magazines or newspapers showing people obeying laws. Lable the rule being followed.

EVALUATION:

SUBMITTED BY: Ruthanne Martin

SCHOOL:

SCHOOL DISTRICT: Dublin Local Schools

Name _____

LESSON 4 Neighborhoods Have Rules **WORKSHEET**

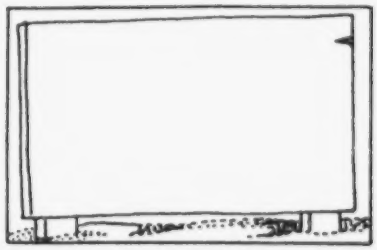
Look at the pictures.
Tell what the problem is in each picture.
Tell what the worker might say.
Make a sign to help people remember.

1. The problem is _____

_____

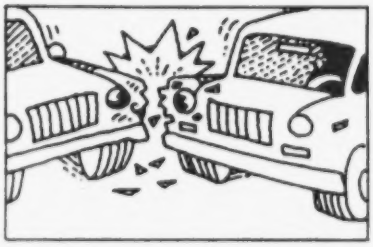
The officer might say_____

_____



The sign might say _____

_____

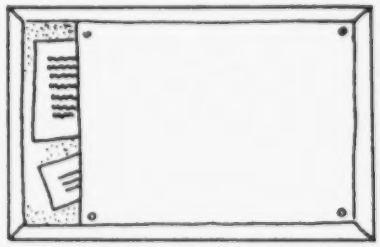


2. The problem is _____

_____

The judge might say_____

_____



The sign might say _____

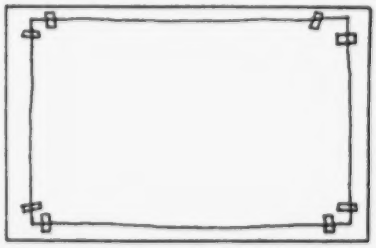
_____

3. The problem is _____

_____

The teacher might say_____

_____



The sign might say _____

_____

Directions: Read the directions with the children. Have them describe the pictures and tell what the worker might say. Then have them draw a sign that would remind people of the rule.

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Name_____

LESSON 4 Neighborhoods Have Rules **TEST**

Read the rules on the signs.
Look at each picture.
One rule goes with each picture.
Write the right rule under each picture.

QUIET	NO RUNNING	NO LITTERING	NO PETS

_____ _____

_____ _____

Directions: Have the children read the rules and look at the pictures. Make sure they understand that there is only one rule for each picture.

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LESSON TITLE: Our Classroom Constitution

GOAL: To make the Constitution come alive for the children.
To create a framework for classroom government.

OBJECTIVE: The children will be able to:

1. State that rules are necessary for protection and to make things run smoothly.
2. State that a Constitution is a list of rules for a country.
3. Have greater respect for their classroom and its rules.
4. Create a suitable classroom environment for learning.

SUGGESTED LENGTH OF ACTIVITY: 60 minutes

SUGGESTED GRADE LEVEL: Second or Third Grade

MATERIALS: Newspapers, magazines, drawing paper, writing paper, and 2 handouts (following)

PROCEDURE/ACTIVITIES:

1. Children and teacher sit in a circle.
2. Review known facts about the Constitution and its purpose.
3. Decide to write a constitution for our class.
4. Set guidelines for brainstorming, then brainstorm suggestions.
   - Say anything that comes to mind.
   - Adding ideas to others is good.
   - Don't evaluate or criticize what others say.
   - When you can't think of anything else, wait a-while and try again.
5. Now debate the things they want to include in the constitution. Then write the class constitution together.
6. Vote for 4 to 6 ideas to include in the constitution.
7. Have everyone copy the finished constitution. Choose the best copy and make enough copies for the class.
8. Have them sign the paper for signatures and have 3 others sign on their constitution paper.

EVALUATION: 1. Have the children complete the evaluation paper.
2. Have the children draw or collect from magazines or newspapers, pictures that show someone following a rule or law. These are to be displayed on a bulletin board along with a copy of their constitution and signatures.

SUBMITTED BY: Dora Williams

SCHOOL:

SCHOOL DISTRICT: Groveport Madison Local Schools

The Constitution

The laws of our country are called the Constitution. George Washington, along with many other great men, signed the Constitution. You have helped make the laws. Sign this classroom constitution and have some of your classmates sign it, too.

How Do You Feel About Rules?

Here are some things people have said about rules. You may have even said some of them yourself. Read each of the sentences. If you agree with what is said, circle **Agree** next to the number of that sentence. If you do not agree with what is said, circle **Disagree** next to the number of that sentence. Be ready to tell the reasons for your choices.

Example: Read sentence one. If you agree that sometimes rules are hard to follow, circle the word **Agree.** If you do not agree that sometimes rules are hard to follow, circle the word **Disagree.**

What Do You Think?

Agree	Disagree	1. Sometimes rules are hard to follow.
Agree	Disagree	2. Only children must follow rules.
Agree	Disagree	3. Rules help people to get along with each other.
Agree	Disagree	4. Rules keep me from doing what I want to do.
Agree	Disagree	5. Rules must never be broken.
Agree	Disagree	6. Rules make it easier for us to play games.
Agree	Disagree	7. There should be no rules at all.
Agree	Disagree	8. Rules help us to know what we should do.

We have been studying about rules. We have talked about what rules are, where we find them, why we have them, and how we use them. How do you feel about rules now?

Look at the words below. Circle the words which tell how **you** feel about rules. Circle as many words as you wish.

RULES ARE . . .

Needed	Bad	Useful
Not Liked	Made to be Followed	Important
Bossy	Stupid	Fair
Helpful	Not Important	Made to Break
Easy to Follow	Mean	Good

LESSON TITLE: Musical

GOAL:

OBJECTIVE: To create a mood of feelings about America
To define America's history through its music.
To physically involve students in a play.

SUGGESTED LENGTH OF ACTIVITY:

SUGGESTED GRADE LEVEL: 2 - 4

MATERIALS: Copies of all songs used
Copies of all speeches memorized by students
The melody on tape of all music used during the performance
A large flag on a pole
A tape recorder and extension cord

PROCEDURE/ACTIVITIES:

Choose the songs which best represent the time line which you are trying to emphasize.
Using a piano, make a tape using only the melody of the songs you will be using during the performance.
Hold auditions for individual speeches (parts) and let the children choose those persons who they feel would do the best job (if you let the children choose, you can help them have a better understanding of the election process.)
Hold auditions for solo parts in the music and again let the children vote on who could sing it better.
Assign the parts and solos to audition winners.
Take time to go over the words and meanings with the children who have individual parts.
Ask parents to help their child learn their particular parts in the musical.
Begin teaching the songs to the children (allow short but frequent rehearsal sessions.)
After the children have learned songs, then break the musical into parts so that the music and speeches become flowing and natural.
Again allow short but frequent sessions for rehearsals.
Begin to have the children get into individual spaces where they will be during the performance.
Begin with practice on action segments (carrying the flag, rising for solos, and up and down movements throughout the performance.)
Practice as a whole play.

This play was written for second graders but would be appropriate for grades three and four. The play could be taken higher by adding more music and speeches.

ORDER OF PERFORMANCE: (children are in position on stage prior to beginning of performance, except for flag bearer.)

Flag bearer enters and moves to center stage.
Child from chorus rises and asks everyone to stand for Pledge of Allegiance to the flag.
All rise and give pledge.
Chorus returns to original places.
Flag bearer moves to side.
Chorus sings TAKE YOUR HAT OFF WHEN THE FLAG GOES BY!
First speech -- DECLARATION OF INDEPENDENCE
Chorus sings YANKEE DOODLE (two verses)
Second speech -- PREAMBLE TO THE CONSTITUTION OF THE UNITED STATES OF AMERICA
Chorus sings GLORY - GLORY
Third speech -- GETTYSBURG ADDRESS
Chorus sings YOU'RE A GRAND OLD FLAG
Fourth speech -- I HAVE A DREAM
Audience and chorus sing together AMERICA
Chorus and solo parts sing I LOVE AMERICA (chorus sings the refrain and three solos are sung for individual sections)
Flag bearer leaves stage
Bows are taken and chorus takes original places
Child from chorus thanks the audience for coming and joining in their play about America.
Curtain closes.

This play was actually performed for senior citizens at the Senior Citizens Center in February and for the entire student body at Hilliard Elementary. A repeat performance will be held for parents for our annual Spring Fling held in March.

EVALUATION:

SUBMITTED BY: V. Gersbacher

SCHOOL: Hilliard Elementary

SCHOOL DISTRICT: Hilliard City Schools

LESSON TITLE: Voting - A Way to Make Choices

GOAL: To teach students that voting is a Constitutional right and responsibility.

OBJECTIVE: The student will use voting as a fair way to make choices.

SUGGESTED LENGTH OF ACTIVITY: A 15-30 minute block initially, 5-10 minutes once the activity is put into regular use

SUGGESTED GRADE LEVEL: K-3

MATERIALS: A class set of voting cards/hands. (These can be reproduced from the following sheet or from the student's outline.)

PROCEDURE/ACTIVITIES:

Begin the activity by discussing some familiar choices that students are asked to make such as, "Do you want hot lunch or cold lunch today?" "Do you want an apple or an orange for your snack?" Discuss how this decision only affects the student as an individual. Now discuss choices that affect others as well such as, "You can choose to have indoor or outdoor recess class. What is your choice?" Discuss the fact that voting and making choices can affect others and "real-life" voting affects many people. Create opportunities for in-class voting. Divide a bulletin board into halves and label each half. The labels should be for choices: white milk or chocolate milk, a choice between two stories to be read, etc. Allow students to place their hand (vote card) on the side that designates their choice. Hold votes on a regular basis. Present two choices and post the responses.

EVALUATION:

Discussion and vote results. (Are children making conscious choices or being swayed by others?)

SUBMITTED BY: Karen Boyd-Avery

SCHOOL:

SCHOOL DISTRICT: Hilliard City Schools

Hand for Voting

LESSON TITLE: The Branches of Classroom Government

GOAL: To become aware of the democratic process.

OBJECTIVE: To identify the basic roles of the three branches of government.

SUGGESTED LENGTH OF ACTIVITY: Initial activity = 1 hour

SUGGESTED GRADE LEVEL: Grades 1-2

MATERIALS: Chart paper, marker

PROCEDURE/ACTIVITIES:

1. Introduce the 3 branches of government and the basic roles of each branch:
   a. Executive -see that rules are carried out.
   b. Legislative - make rules.
   c. Judicial - decide if rules are fair.

2. Conduct class elections to pick 8 people to the legislative branch and 5 people to the judicial branch. The teacher will belong to the executive branch.

3. Have the legislative branch "poll" the rest of the class to determine their opinions on what would be fair rules. Then, the legislative branch convenes to create class rules.

4. The legislative branch passes a list of class rules onto the judicial branch to determine if the rules are fair.

5. The class votes to accept the class rules. The rules are printed on chart paper.

6. The teacher (executive branch) sees that the rules are carried out.

NOTE: This process can be used throughout the year as new rules are needed.

EVALUATION:

1. Assess the role playing of the legislative and judicial branch.

2. Conduct classroom discussion following the role-playing regarding the legislative process, the 3 branches of government, and the basic roles of each branch.

SUBMITTED BY: Michele Disbro

SCHOOL:

SCHOOL DISTRICT: Hilliard City Schools

LESSON TITLE: Singing The Preamble

GOAL: To become aware of the importance of the Constitution and the concept of We The People.

OBJECTIVE: The student will learn to recite The Preamble of the Constitution. The student will recognize names of persons who signed the Constitution.

SUGGESTED LENGTH OF ACTIVITY: Final activity after practice will be 5 minutes. Preparation will be dependent on recital practice.

SUGGESTED GRADE LEVEL: Third grade

MATERIALS: Copy of Preamble for students
Outfits to dress students as signers of The Constitution

PROCEDURE/ACTIVITIES:

Each student will assume the role of one of the persons who signed the Constitution. After lengthy discussion and recitation of The Preamble, we will set The Preamble to music and students will be able to recite words such as: We The People, etc. The day they perform the final recitation, they will dress as the signer of the Constitution they selected to represent.

Another idea is to have students do a written report on the person they selected to represent and their connection to the Constitution.

EVALUATION: Oral presentation of The Preamble.

SUBMITTED BY: Tamara Lee Phillis

SCHOOL: Prairie Lincoln

SCHOOL DISTRICT: South-Western City Schools

LESSON TITLE: Red, White and Blue Banners

GOAL: To recognize patriotic colors and to enhance feelings of patriotism in the classroom.

OBJECTIVE: Students will demonstrate knowledge of two famous presidents as they decorate their own "red, white and blue" American presidential banner.

SUGGESTED LENGTH OF ACTIVITY: 30 - 40 minutes (February activity)

SUGGESTED GRADE LEVEL: 1st - 2nd

MATERIALS: Oaktag patterns, George Washington worksheet with directions (following.), red, white & blue construction paper, crayons, glue and yarn, hole punch

PROCEDURE/ACTIVITIES:

1. Color with crayons or markers the silhouettes of George Washington.
2. Trace oaktag ovals - one red, one blue.
3. Glue colored ovals back to back, cut out silhoutte and glue on red and blue ovals.
4. Fold red, white & blue strips of construction paper like ribbons and insert them at the base (bottom) of your banner.
5. Use a hole punch at the top, hang with yarn from ceiling in classroom to enjoy.

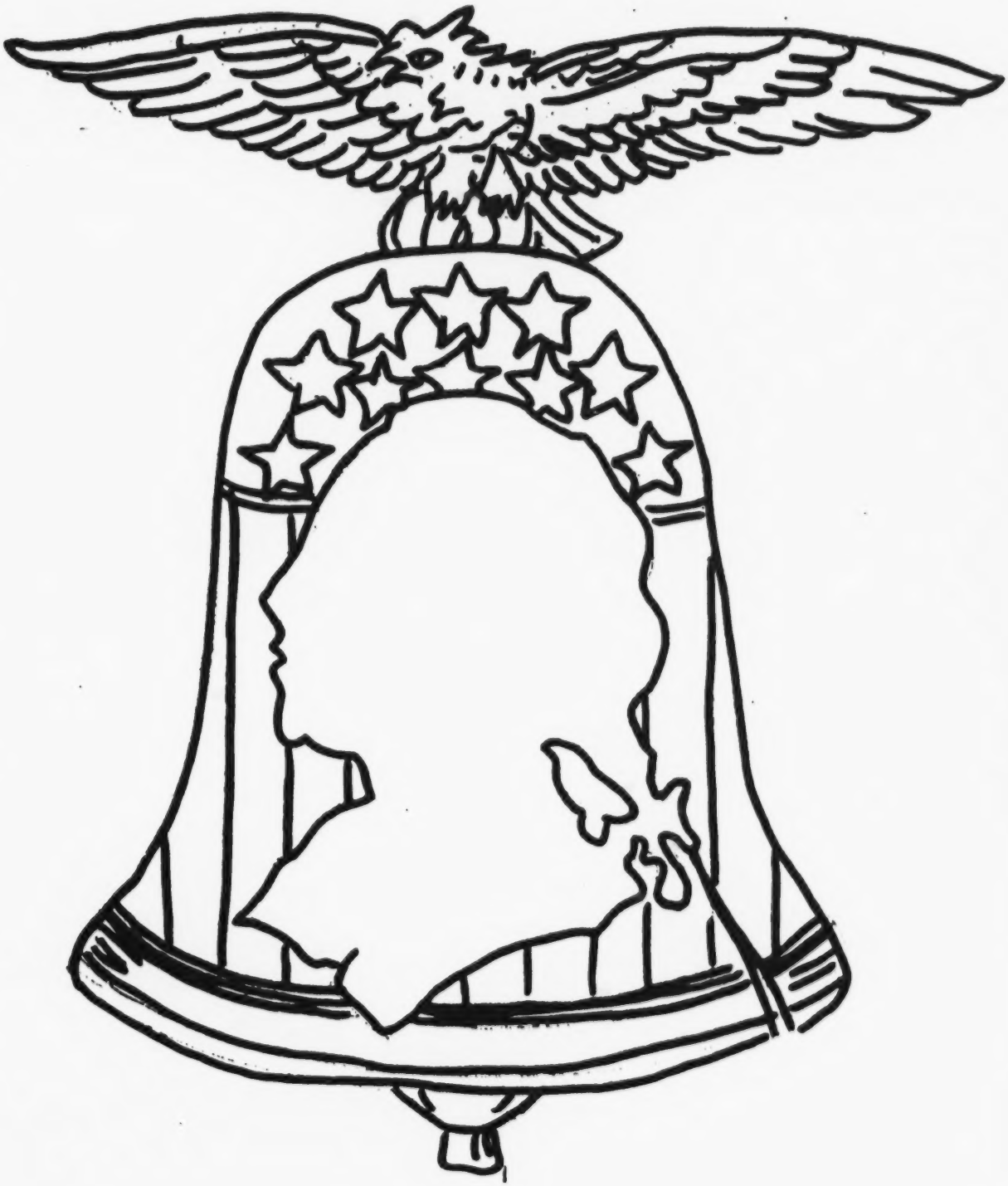
EVALUATION:

Children enjoyed this follow-up activity before Presidents' Day and they more readily understand why they had the "day off."

SUBMITTED BY: Susan Shrimplin

SCHOOL: Prairie Lincoln Elementary

SCHOOL DISTRICT: South-Western City Schools



COLOR THE:

STARS - WHITE

EAGLE - YELLOW

BACKGROUND BEHIND THE STARS - BLUE

STRIPES - RED AND WHITE

GEORGE WASHINGTON - BLACK

LESSON TITLE: Safety Rules

GOAL: Each student will be able to describe how rules help him/her to know his/her responsibilities at school.

OBJECTIVE: Each student should be able to tell how rules help keep him/her safe at school.

SUGGESTED LENGTH OF ACTIVITY: 20 minutes for construction of paddles. 10-15 minutes for group discussion and evaluation.

SUGGESTED GRADE LEVEL: Kindergarten and first grade

MATERIALS:

One each of AGREE, DISAGREE paddles (copy taken from A SALUTE TO OUR CONSTITUTION AND THE BILL OF RIGHTS)
Crayons, magic markers, scissors, experience chart paper

PROCEDURE/ACTIVITIES:

1. Distribute copies of I AGREE, DISAGREE paddles to each student.
2. Distribute crayons, markers, and scissors to each student.
3. Explain that each paddle is to be decorated exactly like the teacher's model using blue, yellow, and green.
4. Give ample time for completion of step 3.
5. After all students have completed step 3, call the children to a common area to sit on the floor in a self space with their paddles.
6. Explain that all students are going to answer questions about rules by holding up the smiling AGREE paddle or the frowning DISAGREE paddle.
7. Use the following questions and record responses on a simple graph drawn on the chalkboard.

AGREE	DISAGREE
1	1
2	2
3	3

QUESTIONS:

a. How many people agree that ONLY blue, yellow, and green colors should be used on your paddles?
b. How many people disagree?

c. Looking at these responses, which group, AGREE or DISAGREE, had more votes? Why?
d. How many people agree that we should listen and sit quietly on the floor?
e. How many people disagree?
f. Looking at these responses, which group, AGREE or DISAGREE, had more votes? Why?

EVALUATION:

Use experience chart paper to record responses to the following questions: What might happen if some children did not use blue, yellow, or green colors? Would these people be following directions? What might happen if all the children did not sit in a self space? Also use these open ended sentences: We need rules at school because... and, My responsibility at school to be safe is...

SUBMITTED BY: June A. White

SCHOOL:

SCHOOL DISTRICT: South-Western City Schools

LESSON TITLE: The Constitution: Congress

GOAL: This series of lessons is designed to help third graders understand the need for two houses of the U.S. Congress and some of its functions.

OBJECTIVE: Students will participate as voters.
Students will understand majority rule.
Students will elect representatives from their "state".
Students will understand why the compromise was made between the big and little states to form two houses of Congress.
Students will understand how "constituents" can legally make their wishes and ideas known to their representatives.

SUGGESTED LENGTH OF ACTIVITY: Mini-unit, several lessons

SUGGESTED GRADE LEVEL: Grade 3 or 4.

MATERIALS:

Colman, Warren; A NEW TRUE BOOK, THE CONSTITUTION
Levy, Elizabeth; IF YOU WERE THERE WHEN THEY SIGNED THE CONSTITUTION
A publication by the Indianapolis Star and The Indianapolis News; A SALUTE TO OUR CONSTITUTION AND THE BILL OF RIGHTS
Ohio Dept. of State/Ohio Dept. of Education; IMPROVING VOTING IN OHIO THROUGH EDUCATION, A Voter Education Program for Elementary Grades

PROCEDURE/ACTIVITIES: (see following pages for specific lesson plans)

1. Registration of voters
2. State issues
3. National issues
4. Election of representatives
5. Meeting of Congress
6. Signing of the bills by the President

EVALUATION:

Teacher observation of participation
Teacher-made quizzes

SUBMITTED BY: Mariruth Seubert

SCHOOL:

SCHOOL DISTRICT: Upper Arlington City Schools

LESSON TITLE: Registration for Voters

GOAL: Students will assume the responsibility of a citizen by registering to vote.

OBJECTIVE: Students will register to vote by signing their full names and addresses. The registration book will be arranged alphabetically by last names.

SUGGESTED LENGTH OF ACTIVITY: 30 minutes

SUGGESTED GRADE LEVEL: grade 3 or 4

MATERIALS: Registration cards 3 x 5
Registration "book" so that names can be arranged alphabetically and then used for each classroom "election".

PROCEDURE/ACTIVITIES:

Each student will sign a card with complete name and correct address.
The registration book will be used to transfer the names and addresses.
Each page of the book could have an elaborate letter, and different children can design them.

EVALUATION:

Does the student write his name and address correctly?

SUBMITTED BY: M. Seubert

SCHOOL:

SCHOOL DISTRICT: Upper Arlington City Schools

LESSON TITLE: States' Issues

GOAL: Students will participate as state citizens in the process of choosing a name for their state, the monetary currency (design and name), and a product which can be sold to other states to earn revenue.

OBJECTIVE: Students will suggest names for their state.
Students will design the currency their state will use.
Students will name their monetary currency.
Students will decide upon a product which is needed and can be sold (exported) to earn money for their state.

SUGGESTED LENGTH OF ACTIVITY:

Each of the three classes acted independently for these decisions. Thirty minutes on each of three days was the minimum amount of time; in two cases these decisions took five or six lessons to complete.

SUGGESTED GRADE LEVEL: Grade 3

MATERIALS:

Paper to design the monetary currency
Ballots for voting on each issue
Art materials to design the product and package it

PROCEDURE/ACTIVITIES:

Classroom discussions were held to make the nominations for the name of the state.
Small groups worked on the currency and then the best design was chosen (show of hands vote)
Suggestions were made for the product to export and the name of the currency.
Small group designed package and product.
The issues were decided by secret paper ballots.

EVALUATION:

Teacher observation of the participation in the various stages of the discussion and the balloting.

SUBMITTED BY: M. Seubert

SCHOOL:

SCHOOL DISTRICT: Upper Arlington City Schools

LESSON TITLE: Selling Our Products

GOAL: States will enter into export/import business.

OBJECTIVE: The students will recognize the need for trade between states.
The students will become aware of monetary exchange problems between states.

SUGGESTED LENGTH OF ACTIVITY:

The three classes spent about 30 minutes going to the other states, trying to sell their products.

SUGGESTED GRADE LEVEL: Grades 3 or 4.

MATERIALS: No new materials for this lesson.

PROCEDURE/ACTIVITIES:

Each "state", classroom sent out a trading team to each of the other "states" with their products, ready to sell a necessary item.
Each team found the same problem: since each state had different monetary currency, they could not sell their products to each other without a common agreement about the money.
Each team returned to their "state", having made no sales.
(The products were: wheat, cotton, and medicine)

EVALUATION: Participation

SUBMITTED BY: M. Seubert

SCHOOL:

SCHOOL DISTRICT: Upper Arlington City Schools

LESSON TITLE: The Need for a National Government

GOAL: To become aware of the need for a federal government
To solve some common problems of the individual states.

OBJECTIVE: Students will plan how a central government can help to solve the monetary currency problem so that trade between/among the states can be fair.
Students will plan for election of representatives to national government.

SUGGESTED LENGTH OF ACTIVITY: Three 30-minute lessons (minimum)for discussions

SUGGESTED GRADE LEVEL: Grade 3 or 4

MATERIALS: During this series of lessons, the teachers read THE NEW TRUE BOOK, THE CONSTITUTION to the classes.

PROCEDURE/ACTIVITIES:

Class discussions of issues: exchanging of money from state to state (relate children's experiences of traveling from Ohio to other states -- do we have a problem with our currency? Compare these travel experiences to travel to Canada, Mexico, or other foreign countries.)

How will each state be represented in the federal government? (The two smaller classes each want two representatives to the federal government. The larger class wants representation based on their population)

Each class sends their suggestions to the other "states", but no agreement is reached on the first proposal.

Further discussion, with reference to THE CONSTITUTION. Did the thirteen states have this same problem? What proposals were made to solve their problem? Would that possibly work for us?

Each class sent proposals to the other "states" with the idea of two houses of congress - - one house based on population and the other on two representatives for each "state".

EVALUATION: Teacher observation

SUBMITTED BY: M. Seubert

SCHOOL:

SCHOOL DISTRICT: Upper Arlington City Schools

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LESSON TITLE: Election of Representatives to Congress

GOAL: Each state will be fairly represented in our national government.

OBJECTIVE: Students will become aware of the meaning of representative democracy.
Students will elect representatives from their "state" to the House of Representatives (based on population) and to the Senate.

SUGGESTED LENGTH OF ACTIVITY: Two 30-minute lessons and time for elections

SUGGESTED GRADE LEVEL: Grade 3 or 4

MATERIALS: No special materials
Ballots prepared by teachers after the nominations were made

PROCEDURE/ACTIVITIES:

Discussion of the House of Representatives includes news item stating that Ohio may lose 2 - 4 representatives because of the decrease in population. Individuals or small groups may research the number of representatives that each state has in our real Congress.

Discussion of the Senate - each state in the United States sends 2 representatives to the Senate. This was part of the compromise between the big and little states when the Constitution was written.

Nominations were made in each class "state" for the representatives and senators.

Ballots were "dittoed" and elections were held (after each voter signed the registration book and verified that his/her address had not changed).

EVALUATION: Teacher observation of participation.

SUBMITTED BY: M. Seubert

SCHOOL:

SCHOOL DISTRICT: Upper Arlington City Schools

LESSON TITLE: Meeting of Congress

GOAL: The Senate and House of Representatives will meet to discuss the problems of the states.

OBJECTIVE: The elected representatives and senators will meet in the first session of Congress.
The other students will observe from the visitors' gallery.

SUGGESTED LENGTH OF ACTIVITY: 2 or 3 thirty minute sessions of Congress

SUGGESTED GRADE LEVEL: Grade 3 or 4

MATERIALS: Reference: THE CONSTITUTION
Pictures of our Capitol Building (inside and outside)

PROCEDURE/ACTIVITIES:

The Senate meets in one classroom, with the visitors seated to observe the meeting.

The House of Representatives meets in another classroom, with the visitors seated to observe the meeting.

Issues to discuss in both meetings: a name for the new country - a common monetary system and names of the currency.

When either house had voted on an issue and had a "bill" finished, a copy of the "bill" was sent to the other branch of the Congress. This took several "bills", since one house did not always accept the "bill" as written in the other house.

The representatives went back to their own "state" and discussed further possibilities before the Congress met again.

After the third meeting of Congress, two "bills" had been signed by both houses of the Congress and were now ready to be signed by the President before the bills become laws.

EVALUATION: Teacher observation

SUBMITTED BY: M. Seubert

SCHOOL:

SCHOOL DISTRICT:Upper Arlington City Schools

LESSON TITLE: The President Signs the Bills

GOAL: The students become aware of the procedure of bills passed by Congress and signed by the President to make the laws for our country.

OBJECTIVE: The students will attend the bill signing ceremony. The students will become aware that Congress can over-ride a President's veto.

SUGGESTED LENGTH OF ACTIVITY: One thirty-minute session

SUGGESTED GRADE LEVEL: Grade 3 or 4

MATERIALS The bills are written and signed by all members of the House of Representatives and the members of the Senate.

PROCEDURE/ACTIVITIES:

Members of the House of Representatives and the Senate meet in joint session to present the bills to the President.

Other students sit in the visitors' gallery to watch the signing of the bills.

The President (we asked our school principal to serve as the President) asked several questions about the sessions we had and the processes we had used to arrive at these bills. He asked about the veto power, and we had a discussion of what could happen if he refuses to sign the bills.

The President made a ceremony of signing the bills.

The President made a ceremony of awarding the pencils that he used for signing the bills to selected persons in the visitors' gallery.

EVALUATION: Teacher observation of the participation.

SUBMITTED BY: M. Seubert

SCHOOL:

SCHOOL DISTRICT: Upper Arlington City Schools

LESSON TITLE: The History of the Writing of the Constitution

GOAL: To present to the students some of the historical facts and stories of the writing and signing of the Constitution.

OBJECTIVE: Students will be aware of the differences among the states about several issues: representation, money, rights to make laws.

SUGGESTED LENGTH OF ACTIVITY: Four thirty minute lessons

SUGGESTED GRADE LEVEL: Grade 3 or 4

MATERIALS: Levy, Elizabeth; IF YOU WERE THERE WHEN THEY SIGNED THE CONSTITUTION
Resource people: Mrs. Joyce Kline and Mrs. Shirley Cotter

PROCEDURE/ACTIVITIES:

The students listen to the story by Levy and discuss it as needed.

Teacher-made quiz is used as a follow up review.

Mrs. Kline and Mrs. Cotter made wonderful presentations to our classes about the meaning of the Constitution and Bill of Rights. They are members of the DAR and are willing to schedule 30 to 40 minute lessons for several grades. They have posters and display boxes to illustrate their talk. They are good to answer questions.

Students may illustrate Philadelphia scenes.

Extra credit may be given to students who want to research some of the representatives to the Constitutional Convention. A good resource for this is the Mini Page information that was published on a weekly basis in the Columbus Dispatch.

EVALUATION: Teacher observation of student participation.
Quiz scores.

SUBMITTED BY: M. Seubert

SCHOOL:

SCHOOL DISTRICT: Upper Arlington City Schools

LESSON TITLE: Writing Your Congressman

GOAL: Students should know what to do when they are dissatisfied with a decision that the federal government makes.

OBJECTIVE: Students will write to their own representatives in the House of Representatives and in the Senate to voice their own views.

SUGGESTED LENGTH OF ACTIVITY: Two thirty-minute periods

SUGGESTED GRADE LEVEL: Grades 3 and 4

MATERIALS: pencils and paper
samples of surveys that some of our Representatives send to voters

PROCEDURE/ACTIVITIES:

Many of the students were not pleased with the name of the country or the name of the currency chosen by our third grade congress. After a discussion of what voters can do when they are displeased with the action taken by Congress, many decided to write letters to their representatives.

Teachers provided instruction in writing a business letter.

Students wrote letters with their own ideas.

A discussion also included information about what happens when the representatives get letters from their constituents. Students became aware that action is not always taken as a result of letters.

EVALUATION: Teacher evaluation of the letters written.
Teacher observation of participation.

SUBMITTED BY: M. Seubert

SCHOOL:

SCHOOL DISTRICT: Upper Arlington City Schools

LESSON TITLE: Our "Laws" - Sharing Rules with Pen Pals

GOAL: To develop an understanding of a need for rules.
To share these with pen pals and have them send their rules.

OBJECTIVE: To write; to review our rules; to share these with pen pals; to compare their rules to ours and to reevaluate.

SUGGESTED LENGTH OF ACTIVITY: 3 - twenty minute periods

SUGGESTED GRADE LEVEL: 1st grade

MATERIALS: Blackboard, chart paper

PROCEDURE/ACTIVITIES:

We wrote rules on Kangaroo. Kangarules is what we called them.

Session 1.
Students discussed need for laws/rules. We listed these on Kangaroo.

Session 2.
Brainstormed what we wanted to say to pen pals. Wrote on chart paper. We asked them to send us a list of their rules.

Session 3.
We read letter from pen pals and compared their "laws" to ours. How were they the same/different? Why? We changed one of our rules.

EVALUATION:

The children were more excited about this activity when it included pen pals. They seemed to feel secure in the fact that their pen pals had many of the same rules.

SUBMITTED BY: Cathie Hickin

SCHOOL: Pointview

SCHOOL DISTRICT: Westerville City Schools

LESSON TITLE: A Bill of Rights Book

GOAL: Acquaint primary children with the Bill of Rights

OBJECTIVE: Explain amendments 1 through 10 through discussion and role play. Enable children to depict and write their understanding of Bill of Rights.

SUGGESTED LENGTH OF ACTIVITY: One to two weeks.

SUGGESTED GRADE LEVEL: Grade 1 or 2

MATERIALS: Copy of Bill of Rights and Constitution for each child
Writing and drawing paper, crayons, markers, paints

PROCEDURE/ACTIVITIES:

Explanation of first 10 Amendments listed on separate sheet (following).

It is assumed the children have talked about the Constitution and understand it is a document that sets up our government. Discuss the three branches of government, their charges, checks and balances. Explain that the Federal government has some powers given to it by the Constitution and the states have powers too.

DAY ONE: Amendment I and II
Each day during the time allotted two amendments will be presented, written on a chart and discussed for understanding.

DAY TWO: Amendment III & IV

DAY THREE: Amendments V & VI

DAY FOUR: Amendments VII & VIII

DAY FIVE: Amendments IX & X

DAY SIX: Children divide into groups choosing an amendment they want to work with. Each group writes the amendment as understood on one page. A second page is used to illustrate the amendment.

DAY SEVEN: Book is put together and laminated to be used by class. This book can be a Big Book done on large paper or on 8 1/2 X 11 paper. Brief explanation of Bill of Rights (following page, for use on charts for discussion and role play.)

EVALUATION: Observation - 1. How well children can express meaning of amendments; 2. How well they illustrate; 3. Interest during discussion and role play.

SUBMITTED BY:

SCHOOL:

SCHOOL DISTRICT:

EXPLANATION OF THE FIRST TEN AMENDMENTS (BILL OF RIGHTS)

I

Guarantees freedom of religion, speech, press and the right of the people to gather peacefully and speak to the government.

II

People may have arms.

III

Soldiers are not to be placed in citizens' homes, during peacetime.

IV

No home may be searched unless necessary, and then a search warrant is necessary.

V

A group of citizens decides whether a person is tried for a serious crime. No person has to tell things (evidence) against himself. No one can be tried twice for the same crime. Neither life, freedom, nor property can be taken without a hearing. No property can be taken for public use without payment.

VI

A person accused of a serious crime needs to get a speedy public jury trial. They are to be told what they are accused of, have a lawyer,be able to question the one who accused them and can have people testify for them.

VII

When suing or being sued one can usually have a trial.

VIII

Punishment given to one convicted may not be cruel and unusual.

IX

People have rights (natural - God given) other than those given in the Constitution.

X

The powers the Federal Government doesn't receive in the Constitution are kept in each state.

LESSON TITLE: History of the Constitution

GOAL: Each student will become familiar with the dress, occupations, people, and buildings of the late 1700's. Each student will become familiar with some of the signers of the Constitution.

OBJECTIVES: To become familiar with the 1700's.
To become familiar with some of the signers of the Constitution.
To learn about the buildings and the occupations of the 1700's.
To develop a basic social studies vocabulary.

SUGGESTED LENGTH OF ACTIVITY: 3 lessons, 45 minutes each

SUGGESTED GRADE LEVEL: 2/3

MATERIALS: Movie: "Ben and Me"

PROCEDURE/ACTIVITIES:

LESSON 1

1. Does anyone know whose birthday is coming up?
2. Right, the Constitution. It was written 200 years ago.
3. What is the Constitution? Discuss.
   Right, it is our country's rules.
4. We are going to watch a movie about one person who helped to make the Constitution. I want you to watch the movie. As you watch, pay attention to the people's dress and jobs. I want you also to find out what Ben's last name is.
5. Watch movie.
6. Discuss dress and jobs.
7. Questions to be asked:
   - How did the people dress?
   - How did they light their houses?
   - How did they move around?
   - How did they heat their houses?

EVALUATION:
We will see how much the students learned from questions we ask after the movie is over.

SUBMITTED BY:

SCHOOL:

SCHOOL DISTRICT:

LESSON TITLE: Life and Times in 1787 in Philadelphia

GOAL: (see lesson 1 on previous page)

OBJECTIVES: To learn about life and people in the 1787's.
To construct part of Philadelphia in the 1787's.
To work in small groups cooperatively.
To relate the past to the present.
To examine current events in the city, state, and nation.

SUGGESTED LENGTH OF ACTIVITY: 45 minutes

SUGGESTED GRADE LEVEL: 2/3

MATERIALS: cardboard pieces
scissors
crayons, pencils, and markers
large chart paper

PROCEDURE/ACTIVITIES:

LESSON 2

1. Review the movie "Ben and Me" from the day before.
   Questions to ask:
   How did the men dress in 1787?
   How did the women dress in 1787?
   What did they write with?
   How did they move around?
   What kind of jobs did they have?

2. Today we are going to construct a model of 1787 Philadelphia. What things would we need to make a town? Discuss and make a list.

3. Have students volunteer for what they are going to make for the town.

4. Then have them make what they volunteered for. Remind the students to make tabs on their items so that it will stand up.

5. Place in hallway after completed.

EVALUATION:

Teacher will note how students dress people and if it goes with the time period. He/she will also look at buildings, etc. and see if they fit into the 1787's.

SUBMITTED BY:

SCHOOL:

SCHOOL DISTRICT:

LESSON TITLE: History of Making the Constitution

GOAL: (see lesson 2 on previous page)

OBJECTIVES: To become familiar with the signers of the Constitution.
To become familiar with the circumstances leading up to the writing of the Constitution.
To begin to recognize individuals who have shaped our history especially the Constitution.
To begin relating the past to the present.
To begin using map skills.

SUGGESTED LENGTH OF ACTIVITY: 45 minutes

SUGGESTED GRADE LEVEL: 2/3

MATERIALS: model of town
filmstrip on the Constitution
filmstrip projector
map of the original thirteen colonies

PROCEDURE/ACTIVITIES:

LESSON 3

1. Set up the Philadelphia model made the day before.
2. Teacher then proceeds to tell students about Philadelphia in 1787 and guides students to the Philadelphia building. (See following sheet.)
3. After discussing and giving the tour, children then watch filmstrip on the Constitution.
4. Discuss.
5. Choose their favorite part in the history of the Constitution and draw pictures and write a description below.
6. After pictures are completed, students will share. Then class will put them into a time line order.

EVALUATION:

Teacher sees how much students have learned by the pictures they make and by their ability to put them in order.

SUBMITTED BY:

SCHOOL:

SCHOOL DISTRICT:

We the People

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We the People

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LESSON TITLE: Famous Person Scrapbook

GOAL: To do research on a famous person who helped form our country's government.

OBJECTIVE: To learn more about important people in history

SUGGESTED LENGTH OF ACTIVITY: two weeks

SUGGESTED GRADE LEVEL: 5

MATERIALS: Each person makes his/her own book and decorates the cover in some way that relates to the selected famous person.

PROCEDURE/ACTIVITIES:

1. Students gather information (pamphlets, folders, etc.) about their famous person.
2. Provide a list of things to be researched for inclusion in the scrap book, such as date of birth, family tree, etc.
3. It is important to give students an idea what to include in the scrapbook, but also allow them some room to add things of interest to them.

EVALUATION: Student presents his/her scrapbook to the class.

SUBMITTED BY: Rosemary Picklesimer

SCHOOL:

SCHOOL DISTRICT: Canal Winchester Local Schools

LESSON TITLE: "Bill of Rights" Bingo

GOAL:

OBJECTIVE: To determine the vocabulary level of students either prior to or after teaching a unit on the Bill of Rights. (May be used as either an introductory or culminating unit activity.)

SUGGESTED LENGTH OF ACTIVITY:

SUGGESTED GRADE LEVEL: 4th - 5th grade

MATERIALS: Oaktag or heavy paper
black marker
colored paper squares - 24 for each student

PROCEDURES/ACTIVITIES:

A. Have each student make a game card as follows, only a larger version.

1. 10 x 10 inch paper works well and is large enough for students to print all vocabulary terms without crowding them.

2. Remember to use a "star" or other type of "free space" in the center.

3. The word "Bills" should appear somewhere on the game card, either horizontally or vertically.

B. Copy the following terms on the board.

bill rights ratify due process powers
amendment freedom interpretation abridging
citizens ten punishment oath petition
Constitution protects trial witness jury
government laws guarantees impartial
convention

Other 'extra" items may also be added as "distractors"

C. Have the students write only one term in each of the boxes on their "game card", in random order. It should not be the same order as their neighbor's card.

D. The teacher or leader will have written a sentence using each of these words, prior to presenting the game. He/she will read each sentence orally, omitting or leaving a "blank" where the vocabulary term should be spoken.

Example:

A change, correction or addition to a law is called an (amendment).

E. The student will then place a marker on the square that he/she thinks is the correct vocabulary term.

When a student has filed 5 spaces - across, vertically or diagonally, he/she should call "Bills" (Bingo).

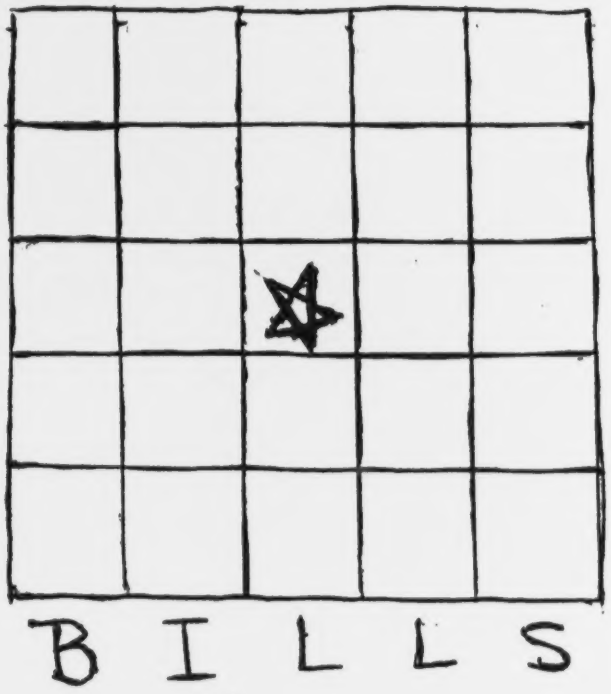
F. As "prizes" for the "winners", I presented small paper flags.

EVALUATION:

SUBMITTED BY: Gail Doermann

SCHOOL: Berwick

SCHOOL DISTRICT: Columbus Public Schools



I-3

LESSON TITLE: The Bill of Rights

GOAL: To make children familiar with the amendments to the Constitution

OBJECTIVE: Discuss/learn the role laws have to maintaining freedom
To learn rights as citizens

SUGGESTED LENGTH OF ACTIVITY: 3 - 1/2 lesson periods - 3/4 hour

SUGGESTED GRADE LEVEL: 4/5

MATERIALS: index cards - markers

PROCEDURE/ACTIVITIES:

In groups discuss the first 10 amendments to the Constitution. Share meanings, ideas and feelings.

As a whole class, discuss what the first 10 amendments mean to us. Chart ideas using the board.

Assignment: In groups of 2-3 choose 3 of the amendments to illustrate on index cards. Write the amendment on another card. Cards can be laminated and used as the game "Concentration."

As a whole group, students can guess amendments.

EVALUATION:

The lesson was a success. Children became more familiar with the Bill of Rights. They also enjoyed using the cards at free time to play the game "Concentration".

SUBMITTED BY: Mary Rykowski

SCHOOL: Cedarwood

SCHOOL DISTRICT: Columbus Public Schools

LESSON TITLE: "Branches" of Government

GOAL: To learn about the three main branches of government as outlined in the Constitution

OBJECTIVE: Classify examples of executive, judicial and legislative powers, identify examples of the limitations on the power of the government, and show how the system of checks and balances work.

SUGGESTED LENGTH OF ACTIVITY: 2 class periods

SUGGESTED GRADE LEVEL: Grade 5

MATERIALS: Textbook: America: Past & Present, Scott & Foresman Co. pp. 169-172; Copy of Constitution, crayons, pencils, and white drawing paper.

PROCEDURE/ACTIVITIES:

Day 1

Read and discuss textbook pages. Identify on the board the following vocabulary words. 1. democracy, 2. Legislative Branch, 3. Judicial Branch, 4. Executive Branch, 5. Checks and balances.

Day 2

On the board make a list of powers exercised by each branch of government. Pass out paper and instruct children to draw trees with three branches. On the leaves of the branches of the trees, have them write powers given to that branch by the Constitution.

EVALUATION: By seeing the powers of government on leaves, children can see the system of checks and balances at work. Trees then are placed on a bulletin board. Children can see what others wrote on their leaves.

SUBMITTED BY: Sue Fribley

SCHOOL: Easthaven

SCHOOL DISTRICT: Columbus Public Schools

LESSON TITLE: Laws and Customs

GOAL:

OBJECTIVE: The student will distinguish between customs and laws

SUGGESTED LENGTH OF ACTIVITY:

SUGGESTED GRADE LEVEL: 4th

MATERIALS: Encyclopedias, books about other countries, art materials.

PROCEDURE/ACTIVITIES:

1. Discuss beforehand the difference between customs and laws.
2. Divide class into groups and assign each a country.
3. Each group researches 2 or 3 customs of their country (e.g. using chopsticks in Japan.)
4. Each group will report back to the whole class with examples (real or pictures) of their country's customs.
5. Brainstorm American customs. Make a chart of ideas.
6. Illustrate American customs for a bulletin board display.
7. Follow similar procedure in 5 & 6 for laws.

EVALUATION: Provide a list of customs and laws and have children identify which.

SUBMITTED BY: L. Foster

SCHOOL: Fairwood IGE

SCHOOL DISTRICT: Columbus Public Schools

LESSON TITLE: U.S. Preamble - School Preamble

GOAL: To write school preamble at the beginning of the year as students discuss school and classroom rules.

OBJECTIVE: To understand the need for the Constitution as stated in the Preamble and relate this need to the school environment.

SUGGESTED LENGTH OF ACTIVITY: 1 or 2 class periods

SUGGESTED GRADE LEVEL: 3-5

MATERIALS: Copies of U.S. Preamble

PROCEDURE/ACTIVITIES:

Give students copies of the Constitution and Preamble and study them together.

Use dictionaries to look up meanings of unknown words such as: Preamble, union, establish, justice, insure, domestic, tranquility, defense, promote, welfare, secure, liberty, posterity, ordain.

Write school preamble rough draft and then final copy on roll paper.

EVALUATION:

SUBMITTED BY: Dorothy Winter

SCHOOL: Gables Elementary

SCHOOL DISTRICT: Columbus Public Schools

LESSON TITLE: Constitution Cubes

GOAL: The students will create an information cube to share the facts.

OBJECTIVE: The students will conduct research into the Constitution - the document, the men who signed it, etc.

SUGGESTED LENGTH OF ACTIVITY:

Allow 1-2 weeks of independent research time; one class period of cube construction.

SUGGESTED GRADE LEVEL: 3 - 5

MATERIALS: blank index cards, pens, markers, construction paper, scissors, glue

PROCEDURE/ACTIVITIES:

1. Student selects six important facts to include on the cube. (Copy with pen or marker onto blank index cards.)
2. Student traces cube pattern onto construction paper, cuts it out, folds and glues it together.
3. Attach the facts (one per side to the cube.)
4. Cubes can be displayed in stacks after students share or can be hung by threading thread through a surface to make a hook.

EVALUATION:

SUBMITTED BY: Ann Jones

SCHOOL: Highland

SCHOOL DISTRICT: Columbus Public Schools

LESSON TITLE: How Rules Affect Our School Day

GOAL: 1. To help students realize that rules help to keep our country safe and workable for everyone. 2. To help students recognize how much of their daily routines are governed by rules and laws.

OBJECTIVE:

SUGGESTED LENGTH OF ACTIVITY: 45 minutes

SUGGESTED GRADE LEVEL: 4 - 6

MATERIALS: Pencils, writing sheets for lists, classroom objects readily visible to students, such as T.V. clock, yardsticks, scale, etc.

PROCEDURE/ACTIVITIES:

1. Divide class into workable groups of 4-6 students per group.
2. Use an example object to explain task to groups e.g., yardsticks are governed by the laws of weights and measurements. These laws make measurements uniform in our country.
3. Students will list objects and decide whether the laws concerning the object are nationally or state-generated.
4. Each group will select three objects and discuss possible consequences if such laws did not exist. Students would relate how their lives would be affected.
5. Each group will present its findings to the rest of the class.

EVALUATION: Teacher will lead closing discussion that enumerates the need for laws at the different levels of government.

SUBMITTED BY: Linda Maggied

SCHOOL: Indian Springs Elementary

SCHOOL DISTRICT: Columbus Public Schools

LESSON TITLE: Rules, Rules, Rules

GOAL:

OBJECTIVE: The student will recognize the need for rules and determine the optimum number of rules in a given situation.

SUGGESTED LENGTH OF ACTIVITY:

SUGGESTED GRADE LEVEL: Intermediate

MATERIALS: A variety of game pieces--enough for one piece for each student., e.g., dice, marker, playing card, token

PROCEDURE/ACTIVITIES:

Divide the class into groups of 4-6 students. Give each member of the group a game piece. Tell the groups that they will play a game with the materials you have distributed. They will begin when you say "go". Then let them begin. Confusion will set in. Stop the activity Discuss with the class what the problem is. Allow them to make one rule. Try again. Discuss again. Allow them to make another rule. Try again. Discuss the results. Now, at this time allow them to make as many rules as they feel they need to play a game. After a short period of time, stop the activity. Discuss the following points with the group.

1. Could we enjoy the game without any rules? Why not?
2. Was it any better after we made one rule? Two rules?

EVALUATION: Relate to activity to classroom rules, schools rules, community rules/laws, etc.

SUBMITTED BY: Angie Valtman

SCHOOL: Maybury

SCHOOL DISTRICT: Columbus Public Schools

LESSON TITLE: We've Come a Long Way, Baby! "We the People" Who Helped!

GOAL: Studying famous people. Reading biographies. Studying Black Americans during February and National Reading Week.

OBJECTIVE: Relating famous people to the era in which they lived, their contributions to that era, and affects on our lives. Study of what qualities make people outstanding, hardships, etc. Putting events in chronological order. Studying periods in history and the people. Stimulate reading of other types of literature.

SUGGESTED LENGTH OF ACTIVITY: three weeks

SUGGESTED GRADE LEVEL: Fifth grade

MATERIALS: Units of books of biographies, school and public library books. Special report form for use as part of display in our hall.
About 30 feet of computer paper as time-line.

PROCEDURE/ACTIVITIES:

Discussion and study of time-line concept.
Selection of famous person to research (biography).
Handout: book report forms and discussion of information sought from reading biographies.
Construction of time line chart on which each student adds the report and information as they are completed.

EVALUATION: Based on accuracy and completeness of details in reports.
Sharing with classmates, discussion, reports.
Sharing with other classes as a hall display (mural).

Several students did additional work (beyond requested assignment). This is a good "spare time" activity for students. I also write in, on report cards, the number of book reports each student does in each period.

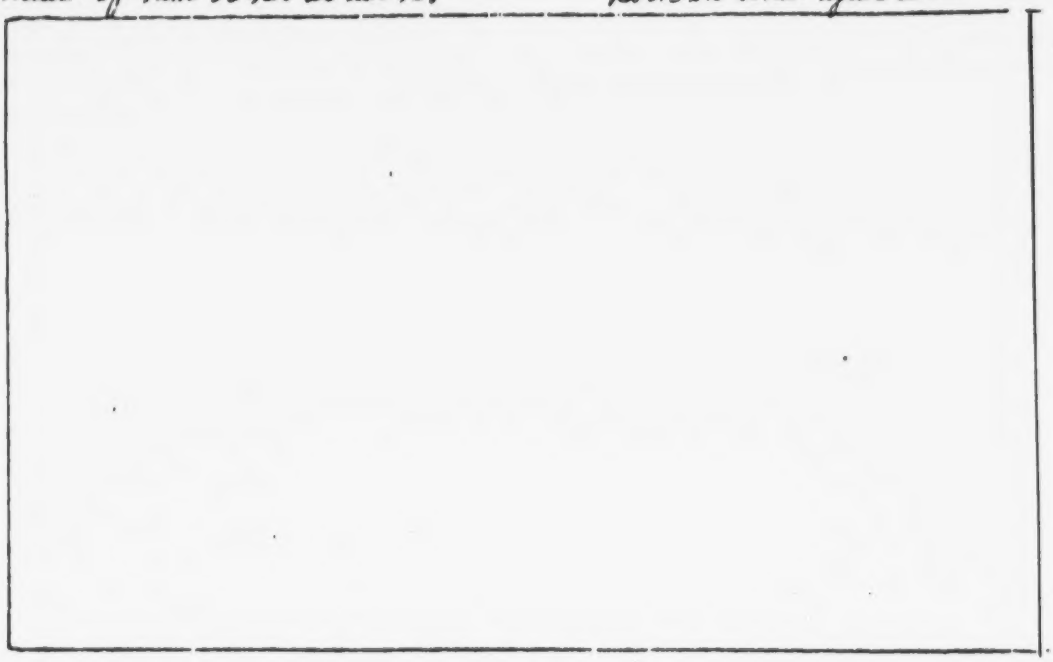
SUBMITTED BY: Nondus Emler

SCHOOL: McGuffey Elementary

SCHOOL DISTRICT: Columbus Public Schools

Report on Famous Person – _____ Name _____

Picture of him or her at work: Born in what year _____



Why was this person interesting to learn about? _____

What did this person do to make him great? _____

What qualities are needed to make this person great? _____

What hardships, if any, did this person have to overcome to be great? _____

Compare the way you live today with the way the famous person lived.

N. Baker

LESSON TITLE: Heroes of the Constitution

GOAL: To acquaint the children with the lives of the framers of the Constitution.

OBJECTIVE: To gain understanding of why these men found it important to write the Constitution and use it.

SUGGESTED LENGTH OF ACTIVITY: 1 week

SUGGESTED GRADE LEVEL: 4th (any intermediate)

MATERIALS: Jean Fritz biographies on George Washington, Benjamin Franklin, John Hancock, Sam Adams

PROCEDURE/ACTIVITIES:

In small groups, have each group read one of the Jean Fritz biographies. Have them discuss in their groups why each person was interested in the independence of our country and forming a Constitution. Have each group do a mural about their book. Have them make up a skit about each book and dress up as the characters to perform it.

EVALUATION: Have the rest of the class write a short paragraph about each person after each presentation.

SUBMITTED BY: Maxine Kass

SCHOOL: Oakmont

SCHOOL DISTRICT: Columbus Public Schools

LESSON TITLE: Hollywood Squares

GOAL: To become increasingly familiar with rights and responsibilities quaranteed by the Constitution, as well as the Bill of Rights and subsequent amendments.

OBJECTIVE: To review and reinforce rights and responsibilities guaranteed to citizens by the US Constitution and its amendments. To be able to differentiate between those rights guaranteed in the original Constitution and those added by amendment.

SUGGESTED LENGTH OF ACTIVITY: At least 30 minutes

SUGGESTED GRADE LEVEL: 4 to 7

MATERIALS: Moderator's cue cards (see following samples) "X's" written on 9 tagboard sheets (9 x 12"). On the other side of each tagboard sheet, write a large "O".

PROCEDURE/ACTIVITIES:

1. Laminate "X's/O's" cards and moderator's cue cards (after adding additional statements as desired). N.B.: Students are often a good source for these statements, particularly after the first time the game has been played.

2. This is a whole class activity. Nine students can be selected to fill the "squares" and given the X/O cards. The remainder of the students can be divided into two teams which can alternately agree or disagree with the answer provided by the student in the square.

3. Game is won by the team which first completes the Tic-Tac-Toe pattern successfully. (A square is controlled with either the X-team's mark or the O-team's mark if the answer given by the square holder is correctly agreed or disagreed with by the team member whose turn it is to respond.) Multiple games may be played depending on the number of questions generated for the moderator's cards prior to the game.

Moderator asks one team member to choose a square, then asks the square's occupant a question. When the occupant responds, the team member must either agree or disagree. If the team member responds correctly, then that team claims that square with either an X or an O depending on which team it is. If the team member responds incorrectly, the square remains unclaimed for the time being.

EVALUATION:

Student participation
Correct responses
Follow up with written evaluation

SUBMITTED BY: Carol Shaw

SCHOOL: Peer Assistance Review Program

SCHOOL DISTRICT: Columbus Public Schools

Is the government's right to levy and collect taxes guaranteed by the Constitution or its amendments?	Which document gives the government the right to borrow money?	Which document describes the formation of the United States Congress?
Which document gives the government the right to coin money?	What document enables the federal government to punish counterfeiting?	Which docuament was responsible for the creation of a federal postal service?
Which document allows the government to declare war on other countries?	In which document are there provisions made for the creation of the Army and Navy?	Which document gives the chief executive the right to pardon someone convicted of a federal crime?
In which document are the powers to make treaties with other countries outlined?	What document guarantees citizens the right to a jury trial for a federal crime?	What amendment speaks to each citizen's right to practice whatever religion he/she may choose?
What amendment guarantees each person's right to freedom of speech?	What document guarantees freedom of the press?	Which amendment is currently being challenged by those groups demanding gun control legislation?
What document guarantees anyone accused of a crime to a speedy and fair trial?	What specifically prevents someone from being put in jail without setting a bail?	What amendment abolished slavery?
What document provides for the direct election of US Senators?	Which amendment was prompted by the Women's Suffrage movement?	What document directs the President and Vice President to take the oath of office on January 20th?
Which document (or amendment) repealed the 18th amendment?	What issue does the eighteenth amendment deal with?	In which document is the President limited to serving two consecutive terms of office?
What amendment lowered the voting age to 18?	What issue have more amendments dealt with than any other?	Which amendment was the most recent and what did it deal with?

The Constitution	The Constitution	The Constitution
The Constitution	The Constitution	The Constitution
The Constitution	The Constitution	The Constitution
1st amendment	Bill of Rights 7th amendment	The Constitution
2nd amendment	Bill of Rights 1st amendment	Bill of Rights 1st amendment
13th amendment	8th amendment	6th amendment
20th amendment	19th amendment	17th amendment
22nd amendment	Prohibition of manuafacture, sale, transportation of alcoholic beverages	21st amendment
26th amendment-lowering the voting age to 18	Voting rights (7)	26th amendment

LESSON TITLE: Freedom USA

GOAL: To improve understanding of freedoms provided by the Bill of Rights.

OBJECTIVE: Students will be able to identify freedoms given by the first 10 amendments of the Constitution.

SUGGESTED LENGTH OF ACTIVITY: 1 period (approximately 45 minutes)

SUGGESTED GRADE LEVEL: 4/5

MATERIALS: Large sheets of white construction paper, paste, scissors, old magazines, crayons or markers

PROCEDURE/ACTIVITIES:

The class is divided into 10 groups with 2 or 3 students in each group. Each group will be given one letter from the title, FREEDOM USA, and one of the first 10 amendments with which to work. The following pattern will be used: Letter F = 1st amendment, Letter R = 2nd amendment, Letter E = 3rd amendment, Letter E = 4th amendment, Letter D = 5th amendment, Letter O = 6th amendment, Letter M = 7th amendment, Letter U = 8th amendment, Letter S = 9th amendment, Letter A = 10th amendment. Each group will cut out a large block letter which they have been assigned. Along the left side of the vertical stroke of the letter they will write the freedom given by the amendment they have been assigned. On their assigned letter and amendment, they will paste or draw pictures that symbolize that freedom. As an example of freedom of religion, they might list the names of different religions practiced in the United States and include pictures of religious artifacts. The end product will be a Freedom USA collage. The collage should be displayed in the classroom. From time to time, the teacher can review the Bill of Rights by asking the students to refer to the collage and name one freedom given to them by this bill.

EVALUATION:

Evaluation will include the amount of effort shown by each group's effort in producing their letter. After a time period of about 2 or 3 weeks in which each student has been asked to identify a freedom shown on one of the letters, a review quiz may be given. This quiz might ask the students to list as many freedoms as they can that are given to them by the Bill of Rights.

SUBMITTED BY: R. Stegmiller

SCHOOL: Peer Assistance Review Program

SCHOOL DISTRICT: Columbus Public Schools

LESSON TITLE: We the People

GOAL: To encourage children to understand that just as other people made the history of yesterday, they are playing a part in the history of today.

OBJECTIVE: Use higher level thinking skills (application, analysis, systhesis, and evaluation.)

SUGGESTED LENGTH OF ACTIVITY: Independent learning center - 4 weeks

SUGGESTED GRADE LEVEL: 4/5

MATERIALS: scrapbook, chart paper, drawing paper, crayons, texts, task sheet (following)

PROCEDURE/ACTIVITIES:

Print the 15 tasks on cards. Design an appropriate backdrop. Put center where children may go to work independently. Go over all tasks with class prior to assignment. Give each child a folder to keep work in and a check-off sheet to keep track of tasks done.

EVALUATION: Check folders periodically.

SUBMITTED BY: Carolyn Kovacs

SCHOOL: Salem

SCHOOL DISTRICT: Columbus Public Schools

WE THE PEOPLE --- TASK SHEET

1. Create a scrapbook with news articles and pictures that could have been collected during the summer of 1787.

2. Form a small group with several taking the part of Loyalist and several taking the part of Patriots. Debate your conflicting view in front of the class.

3. Read the speech Patrick Henry gave on March 23, 1775. Analyze what he meant by "As for me, give me liberty or give me death!"

4. Do you agree with King Henry's decisions concerning the colonists? Why or why not? Explain.

5. Create a comic strip showing Benjamin Franklin at the Constitutional Convention or Paul Revere's famous ride.

6. Make a Jackdaw box about a famous person during this period. Present your box to the class.

7. Research the history of the American flag and how it has changed over the years. Design a flag for your school.

8. What kind of taxes do we pay today? How do these differ or compare to the Stamp Act of 1765?

9. Design a "Head to Toe"poster showing two people appropriately dressed as they should be in the 1780's and the 1980's.

10. Pretend you are present at some historic event (e.g., Boston Tea Party). Record in a diary what you see and your feelings about what is happening.

11. Make a "Then and Now" chart showing how times and life have changed.

12. Write a dialogue for two people attending the Constitutional Convention. Get a friend to help you present your dialogue to the class.

13. Pretend you are a reporter on assignment for a "You Were There" program. Write questions you would ask John Hancock at the signing of the Declaration of Independence.

14. Make a list of things that could happen if the first amendment was not part of the Constitution.

15. Design an informational cube telling of the history of the Constitution.

LESSON TITLE: We the People

GOAL:

OBJECTIVE:

SUGGESTED LENGTH OF ACTIVITY:

SUGGESTED GRADE LEVEL: Intermediate

MATERIALS: America Past and Present - Ch. 10, Lesson 3, pp. 174-176
A Salute to Our Constitution and The Bill of Rights - pp. 79-80

PROCEDURE/ACTIVITIES:

1. Discuss terms on board - amendment, amend, framers.
2. Use procedure on p. 79 of A Salute to Our Constitution and The Bill of Rights
   a. Inform class that elections will be held and only boys with blue eyes may vote or be nominated for class president.
   b. Conduct the election - exclude all others.
   c. Introduce one elected as class spokesman.
   d. Discuss if leader elected fairly. List on board order two columns "Fair" and "Unfair".
   e. Read #6 under procedure on pp. 79-80.
3. Extension activities - Hand each student a copy of the summary of the Constitution. List which ones affect us. Discuss future possible amendments,
4. Read pp. 174-176 of text, America Past and Present.

EVALUATION:

SUBMITTED BY: Paula E. Francis

SCHOOL: Shady Lane

SCHOOL DISTRICT: Columbus Public Schools

LESSON TITLE: The Bill of Rights

GOAL: To promote the understanding that The Bill of Rights defines the individual rights of the people in the United States.

OBJECTIVE: Students will identify the Bill of Rights as the part of the Constitution which lists the individual freedoms people in the United States have by finding pictures in newspapers and magazines which illustrate those freedoms or rights.

SUGGESTED LENGTH OF ACTIVITY: one 45-minute class session

SUGGESTED GRADE LEVEL: 4 - 6

MATERIALS:
1. A copy of the Bill of Rights for each student
2. Old newspapers and magazines
3. Scissors and glue
4. One large sheet of paper - 3 ft. x 6 ft.

PROCEDURE/ACTIVITIES:

1. Provide copies of the Bill of Rights and discuss the freedom insured by each.

2. Have students cut pictures from old newspapers and magazines which illustrate these freedoms. Then glue the pictures to a large piece of paper (approximately 3 ft x 6 ft.) forming a large collage.

3. Trim the collage into the shape of the United States map. Display it with a definition of The Bill of Rights and a list of the freedoms it guarantees.

EVALUATION:

1. Individual sharing.
   a. Which Amendment does your picture represent?
   b. How does it typify that Amendment?

2. Group discussion.
   a. Why do you think the framers of the Constitution insisted that the Bill of Rights be included in the Constitution?
   b. Which Amendment do you feel is most important to you individually? Why?
   c. How would our lives change if we had to give up one of them? Discuss examples.

SUBMITTED BY: Janet Whitehead

SCHOOL: Deer Run Elementary

SCHOOL DISTRICT: Dublin Local Schools

LESSON TITLE: Delegates of the Constitutional Convention

GOAL: Help students develop a greater awareness and appreciation for the Constitution through looking briefly at the lives of the 55 men who attended the Constitutional Convention.

OBJECTIVE: Students will:
1. Collect data about each representative.
2. Organize their findings.
3. Develop a chart or graph to display this information.

SUGGESTED LENGTH OF ACTIVITY: Two class sessions: one - 30 minutes
one - 45 minutes

SUGGESTED GRADE LEVEL: 5th or 6th

MATERIALS:
1. Box of 55 delegate cards, "The Delegates of 1787."
2. Two large sheets of paper for each group (3' x 3')
3. Pencils, crayons or markers, and possibly a yardstick for making straight lines

PROCEDURE/ACTIVITIES:

1. Divide the class into 5 or 6 groups and assign each group one of the following topics: (Have students label one of their 3 x 3 sheets of paper with the title.)

   a. Age at the date of the Constitution was signed.
   b. Education
   c. Occupation
   d. Size of family
   e. Major contributions and role at the convention
   f. Life after the convention

2. Distribute the convention delegate cards - two or three to each student.

3. Allow about 30 minutes for students to transfer the data found on their delegate cards to the appropriate sheet. (Each person needs to write on all six sheets for each of the one or two delegate cards they hold.)

4. The next day have students work in their groups to organize the data collected on their assigned topic sheet. (For example: The age group might choose to divide the ages into 3 categories - young, middle aged, and old. They could also list the delegate in each category from youngest to oldest. The major contributions group might use such ideas as supported states rights and opposed slavery, etc.)

5. Have each group then make a chart or graph on which to display findings. (Use the second sheet of 3 x 3 paper for this.)

6. Give time for groups to share their charts, their method of categorizing, and the conclusions they drew from this information.

EVALUATION: 1. Observations of:
   a. The finished product (chart and group presentation)
   b. Students participation in group work

2. Discussion of conclusions drawn.

SUBMITTED BY: Janet Whitehead

SCHOOL: Deer Run Elementary

SCHOOL DISTRICT: Dublin Local Schools

LESSON TITLE: The Constitution

GOAL: To gain a better understanding of the beginnings of our Constitution and what it means to us.

OBJECTIVE: The students will think of as many things beginning with the letters Constitution as possible pertaining to the Constitutional Convention and the Constitution.

SUGGESTED LENGTH OF ACTIVITY:

SUGGESTED GRADE LEVEL: Fourth Grade

MATERIALS: Books on Constitution, Columbus Dispatch Mini Pages, charts and bulletin board display

PROCEDURE/ACTIVITIES:

First Day

I came in and said, "Since I have blond hair and blue eyes, could I decide that I want only blond, blue-eyed children in my classroom? Or, could I accuse someone's family of being against America and have the police go out and arrest them?" We discussed why I couldn't do this --- because of the law. Then we discussed what law is and where it came from, etc.

Second Day

I began reading books on the Constitution: The Story of the Constitution; Shh, They're Writing the Constitution; If You Were There, When They Signed the Constitution. I put up a bulletin board of information about the Constitution from the Mini Pages, etc.

Third Day

I wrote Constitution on the board. We brainstormed every word relating to the Constitution and the Constitutional Convention that we could think of under each letter. Then the students paired up and chose two of the words to research. (e.g. colonies, State House, thirteen, etc.) They had 4 days to complete their research. They read their reports orally and then we put their parts under the correct letters on the bulletin board.

EVALUATION: After completion of this activity, booklets and letters were written home as though they were a delegate. I gave them 2 pages to complete using information from any source in the room, books, bulletin boards, etc. Then I gave them their test. Everyone got at least a C. Most were A's and B's.

SUBMITTED BY: Elenore Coffied

SCHOOL: Madison Elementary

SCHOOL DISTRICT: Groveport Madison Local Schools

The Constitution

Name _____

1. When was the Constitution signed?

_____

2. Which was the first state to ratify the Constitution? _____

3. Was the Bill of Rights part of the Constitution at first? _____

4. What was the total number of delegates at the Constitutional Convention? _____

5. How old was Benjamin Franklin at the beginning of the Convention? _____

6. Who were the youngest and oldest delegates to the Convention? _____ & _____

7. What nickname was given to James Madison?

_____

8. What did James Madison do at the Convention?

_____

9. How many signatures are on the Constitution?

_____

10. Did any of the Delegates decide not to sign? If so, can you name one? _____

11. Where was Thomas Jefferson during the Constitutional Convention? _____

12. In what city and state did the Constitutional Convention meet? _____

13. Who was elected president of the Constitutional Convention? _____

14. Which state did not send a delegate? _____

Name _____

15. What important role did Gouverneur Morris play at the Convention?

16. What 3 words begin the preamble to the Constitution?

17. What was the new name given to the State House?

18. What did they do to the windows to make sure that no one would know what was said?

19. Name 2 of the original 13 states.

20. Name 3 delegates to the Convention.

LESSON TITLE: The Civil War Amendments

GOAL: To conduct appropriate activities to give students the opportunity to gain basic understanding of the need for the Civil War Amendments.

OBJECTIVE: Students will be able to:
1. Explain how the 13th amendment freed the former slaves.
2. Explain how the 14th amendment protected the rights of former slaves.
3. Explain how the 15th amendment protected blacks and other people.
4. Define vocabulary introduced.

SUGGESTED LENGTH OF ACTIVITY: One week for each amendment.

SUGGESTED GRADE LEVEL: Fifth Grade

MATERIALS:
1. Unlocking the Constitution and the Declaration of Independence.
2. A Salute To Our Constitution and The Bill of Rights.
3. Classroom Exercises: Follow-up lessons and discussion after group activities.
4. Mock election. Students will experience discrimination in voting rights in this lesson.

PROCEDURE/ACTIVITIES:
1. Read 13th, 14th, and 15th Amendments.
2. Discuss vocabulary (Amendment, involuntary servitude, former, abolitionists, and due process.)
3. Divide class into two groups. One group develops three reasons in support of position; the other group develops three reasons against position.
4. Students role-play Pros and Cons position.
5. Hold discrimination election for the 15th Amendment separately.
6. Discussion follow-up lesson.
   A. Allow students to discuss the fairness or unfairness of the elections and amendment.
   B. Make two lists on the chalkboard, "Fair"/"Unfair". Place students remarks under appropriate category.

EVALUATION: Assess students' understanding with pencil and paper evaluation in the third set of handouts.

SUBMITTED BY: J. Marlene Drummond

SCHOOL: Sedalia Elementary

SCHOOL DISTRICT: Groveport Madison Local Schools

LESSON TITLE: An Anniversary Party for Our Constitution

GOAL: Students will develop a desire to learn more about our Constitution.

OBJECTIVE: Students will be able to:
1. Compose party invitations in correct form.
2. Conclude that the 200th anniversary of our Constitution is so important an event that it deserves a party.

SUGGESTED LENGTH OF ACTIVITY: 1 week

SUGGESTED GRADE LEVEL: Grade 4

MATERIALS: Art materials, copies of puzzles and word search, refreshments

PROCEDURE/ACTIVITIES:

1. Choose committees to plan party.
2. Decide who to invite to party.
3. Each student write an invitation.
4. Discuss facts about the Constitution.
5. Go over crossword puzzle and word search with class.
6. Each student will assist a guest in solving the puzzles.

EVALUATION: After this activity, the students will be interested in learning more about our Constitution.

SUBMITTED BY: Rosemary Van Eman

SCHOOL: Sedalia Elementary

SCHOOL DISTRICT: Groveport Madison Local Schools

LESSON TITLE: Constitutional Convention Delegates

GOAL: Summarizing Information.

OBJECTIVE: The student will organize facts and write summary of Constitutional Convention Delegates

SUGGESTED LENGTH OF ACTIVITY: 2 class periods

SUGGESTED GRADE LEVEL: 5th

MATERIALS: The Delegates of 1787 cards
Encyclopedia
Copy of delegates' signatures

PROCEDURE/ACTIVITIES:

1. Give each student one delegate card.
2. Students will read information and choose interesting facts.
3. Write information in first person, pretending they are the delegate on the card.
4. Proof read and edit draft.
5. Students write final copy on "old looking" paper.
   For paper: 1. rub lemon juice on plain white paper.
   2. place paper in warm oven for 15 minutes
   3. remove paper when brown.
6. Display writings with picture on the card attached to students' papers.

EVALUATION: Evaluate students' writings on neatness and appropriate grammar skills.

SUBMITTED BY: Carolyn Butler

SCHOOL:

SCHOOL DISTRICT: Groveport Madison Local Schools

LESSON TITLE: Amendments to the Constitution

GOAL: Acquaint students with how the Constitution works in our lives today.

OBJECTIVE: 1. Students will be expected to explain why amendments can be added to the Constitution. 2. Students will be able to identify 5 amendments to the Constitution.

SUGGESTED LENGTH OF ACTIVITY: 40 minutes

SUGGESTED GRADE LEVEL: 5th

MATERIALS: copies of amendments to the Constitution
situation cards
large rubber band

PROCEDURE/ACTIVITIES:

Introduction

Have students compare characteristics of rubber band with Constitution (flexibility, strength, holds together.)
Divide class into small groups of 3-4 students.
Give copy of amendments to each student or group.
Give each group the situation cards.
Have students identify the amendment which goes with each situation.
After groups are finished, discuss the results in class.

EVALUATION:

Could provide a similar set of situations for a quiz to see if students can identify the amendments. (I would provide a copy of the amendments.) Have students come up with a new amendment that they feel should be added to the Constitution.

SUBMITTED BY: Sandy McCain

SCHOOL:

SCHOOL DISTRICT: Groveport Madison Local Schools

WHAT DOES THE CONSTITUTION SAY?

Directions: Using the information sheet on the Bill of Rights, decide what the U.S. Constitution says about each situation.

I cut these and placed them on large index cards.

1. Amendment VI

7

A poor man is accused of breaking into a house and stealing valuable property. The man tells the judge that he cannot afford to pay for a lawyer and asks the court to provide a lawyer for him. What does the Constitution say?

2. Amendment VIII

1

A woman is accused by a grand jury of being involved in a scheme to sell stolen goods in a store which she owns. In order to guarantee the presence of the accused in court at a future date, the judge sets bail for the release of the accused at $1,000,000. What does the Constitution say?

3. Amendment V

5

A man accused of a crime is asked in court where he was on the night that the crime was committed. The accused refuses to answer and says he will not say anything that could be used against him. What does the Constitution say?

4. Amendment VI

6

You are accused of a crime by a policeofficer. He comes into your house and arrests you. You are taken to jail and locked up. Could your rights have been violated?

5. Amendment IV

3

A police officer knocks on your door and shows you a search warrant that says that she has permission to search your family room for stolen merchandise. What does the Constitution say about this?

6. Amendment I

2

A reporter on the TV news complains about a law passed by Congress. He is arrested by the police because he criticized the government. Is this allowed by the Constitution?

I used these as examples

7. Amendment III

A Virginia National Guard car is passing down the street where you live. The men get out of the car and come to your house. They say your family must leave and that they have the right to take over your house. Is this allowed by the U.S. Constitution.

8. Amendment I

You are put in jail for nine months for printing articles which criticize the governor of New York. What does the U.S. Constitution say about freedom of the press?

I wrote them up on large paper as examples

Resource Handbook, The Constitution and the Early Republic, Fifth Grade Social Studies, Fairfax County Public Schools.

2. Before 1913, the United States government did not tax people's income. As the government started providing more services it was decided that people should pay an income tax. Find the amendment and write the words that apply.
(Amendment 16)

3. Leslie's grandfather said he was arrested once for buying whiskey. Could that have happened? Could it happen today? Find two amendments that answer these questions and write the words that apply.
(Amendments 18 & 21)

4. Jerome stayed in jail two years before his case came to trial. Find the amendment that makes this illegal and write the words that apply.
(Amendment 6)

5. For stealing a loaf of bread, Pierre's hand was cut off by government officials. Find amendment that makes this illegal and write the words that apply.
(Amendment 8)

6. A large city newspaper ran articles severely criticizing the mayor and his administration. Finally, the mayor ordered the newspaper closed. He ordered the police department to carry out his order. Find the amendment that makes this illegal and write the words that apply.
(Amendment 1)

7. The state court in Florida told Clarence Earl Gideon that since he was too poor to pay for one he could not have a lawyer defend him at his trial. Gideon said that not having a lawyer took away his right to be treated according to due process of law.

Which amendment would help Gideon's case? Write the words that apply.

(The 6th amendment. However, the 14th amendment applies here too. The words of the 14th amendment, "No state shall deprive any person of life, liberty, or property without due process of law," has been interpreted to mean that states as well as the federal government must grant citizens certain rights included in the first ten amendments. Having a lawyer was considered by the Supreme Court to be essential to "due process.")

LESSON TITLE: Job Description for the President

GOAL: Students Will Understand Responsibilities of the President.

OBJECTIVE: Understand requirements that the President must meet.

SUGGESTED LENGTH OF ACTIVITY: 1 week

SUGGESTED GRADE LEVEL: 5

MATERIALS: Paper, pencil, newspapers

PROCEDURE/ACTIVITIES:

Have students take information from the Constitution and write a job description for the President. The job description should include the responsibilities the President has. For example: commanding the armed forces, signing or vetoing congressional legislation or appointing Supreme Court justices. The students should also find newspaper articles about the President. They should keep track of the different job responsibilities in each story.

EVALUATION: Test, discussion, job description

SUBMITTED BY: Carolyn Dougherty

SCHOOL:

SCHOOL DISTRICT: Hilliard City Schools

LESSON TITLE: Consequences and Choices

GOAL: To help students recognize that the choices they make have consequences. To give youngsters the opportunity to take ownership for their own behavior.

OBJECTIVE: Students will:

- generate solutions to a given problem
- list the consequences of the solutions
- determine if the consequences are positive or negative
- select the best solution among those generated after examining the consequences.

SUGGESTED LENGTH OF ACTIVITY: 30 minutes

SUGGESTED GRADE LEVELS: 4-6

MATERIALS: Decision-Making T

PROCEDURE/ACTIVITIES:

BEFORE YOUR NEXT CLASS FIELD TRIP:

1. Ask students to generate solutions to this problem statement: "How might we make this field trip problem-free?"

or

"How might we make this field trip the best one we have ever taken?"

2. Brainstorm solutions to the problem statement using the rules of brainstorming.
many ideas all acceptable build on other's ideas

3. Hand out the Decision-Making T. Examine the consequences of the solutions.

4. Write down on a large sheet of paper the best solutions based on the consequence statements. Review the solutions before leaving on the field trip.

EVALUATION: The students:

List multiple solutions to the problem statement.
Determine the consequences of their solutions.

The field trip is the best you have ever taken.

SUBMITTED BY: Becky Dungan

SCHOOL:

SCHOOL DISTRICT: Hilliard City Schools

LESSON TITLE: Solutions/Criteria/Choices

GOAL: To help students recognize that the choices they make can be rated against criteria.
To give youngsters the opportunity to take ownership for their own decisions/behavior.

OBJECTIVE: The students will:
- generate solutions to a given problem
- determine criteria for evaluating their solutions
- select the best solutions among those generated after applying the criteria.

SUGGESTED LENGTH OF ACTIVITY: 30 minutes

SUGGESTED GRADE LEVEL: 4-6

MATERIALS: Criteria Grid

PROCEDURE/ACTIVITIES:

BEFORE YOUR NEXT CLASS FIELD TRIP:

1. Ask students to generate solutions to this problem statement:
"How might we make this field trip problem free?"
or
"How might we make this field trip the best one we have ever taken?"

2. Brainstorm solutions to the problem statement using the rules of brainstorming.
many ideas - all acceptable - build on others' ideas

3. Guide students in generating criteria for evaluating the solutions they have generated. (This takes practice.)
Possible criteria:
- Is it something we all can do?
- Is it fair?
- Will it make the day run more smoothly?
- Is it possible?

4. Determine a number rating for evaluating.

5. Rate the solutions against the criteria.

6. Choose the best solutions.

7. Write the best solutions on a large sheet of paper; review them before the field trip.

EVALUATION: Students

SUBMITTED BY: Becky Dungan

SCHOOL:

SCHOOL DISTRICT: Hilliard City Schools

LESSON TITLE: Mind Mapping

GOAL: To change students from copy machines to note takers.

OBJECTIVE: To learn an alternative method of note taking.

SUGGESTED LENGTH OF ACTIVITY: 20-30 minutes

SUGGESTED GRADE LEVEL: 5-6

MATERIALS: 11 x 14 or larger white paper for students - examples on chart paper, chalkboard or poster paper

PROCEDURE/ACTIVITIES:

1. Discuss pitfalls of being "copy machines".
2. Introduce example.
3. Do Disney with class.
4. Hand out a short bibliography and do as a class.

EVALUATION: Through questioning:
Who wants to display their efforts?
Who enjoyed it?
Who found it faster than outlining?
Who can recall their mind map if they close their eyes?

SUBMITTED BY: Gail Lillie

SCHOOL:

SCHOOL DISTRICT: Hilliard City Schools

George Washington

GEORGE WASHINGTON was born February 11, 1732. His 20th and subsequent birthdays were celebrated on February 22, because of the change from the Julian to the Gregorian calendar.

Washington actually preferred the placid, comfortable life of a Virginia planter; however, a strong concept of public duty took precedence. In his lifetime, he fought Indians, the French and the British. He instituted the "Purple Heart" for men wounded in a victorious war for independence. The only President to be unanimously elected, he reluctantly agreed to a second term before retiring to Mount Vernon's tranquility. But death cut it short, and an era ended.

I-41

Williamsburg threw welcoming arms around young Colonel Washington in 1755. Astride Bishop, the favorite horse of the late General Braddock, he led survivors home from Braddock's wilderness campaign.

Mrs. Martha Custis, among the crowd, saw him from a distance. She marveled that the popular colonel appeared to have the walk and carriage of an Indian. Two years later they met, not knowing that in a few months Martha would become a widow. At their third meeting, Washington proposed marriage; Martha accepted; and he left for six more months of war before "retiring." They were married at the White House, the York River home of the Custis family. Two fortunes were united and settled at Mount Vernon.

The quotation, "First in War, First in Peace, First in the Hearts of his Countrymen," often credited to John Marshall, originated with Richard Henry (Light Horse Harry) Lee. It was a soldier's description of a beloved leader whose strength built a nation.

"Prodigious Strength" — spiritually, morally, mentally, inspirationally and physically — best describes Washington. His deep character left an indelible imprint on people thirsty for inspiration and leadership. He gave them a lasting image of his integrity, for they saw him at prayer during the dark days at Valley Forge, denouncing profanity among the troops and leading an idealistic, hungry and

sometimes nearly-naked militia through four-foot snows. Washington outfoxed British generals with planted, false but believable, information. He set up and personally coordinated the first American intelligence network.

Size 13 shoes supported the six feet, three and one-half inch frame of the broad-shouldered, granite-faced, awesome leader who towered over his contemporaries. What was he like? "Tough and cold," said some, when he court-martialed a general for not carrying out orders. "Terrifying" when he chewed out the Constitutional Convention for inattention to security precautions. "Humble" in victory. "Warm, tender, loving," Martha would say, pointing to affectionate relationships with his two adopted grandchildren. They were showered with love, received advice on dating and other topics, even from war camps, in masterful letters signed, "Your Papa."

Washington's "Farewell Address" was not an address. It was a letter to Congress, marked for "Friends and Fellow Citizens." Its purpose was to avoid any third term consideration, and offer advice on the future of our nation. Some of his statements taken from context of the "Address" give the following suggestions: Take pride in the title "American" . . . avoid debt . . . resist specious constitutional changes which may "undermine what cannot be directly overthrown" . . . comply with law . . . be cautious against "ambitious, corrupted, or deluded citizens" who will betray our country under the appearance of virtue . . . or, cunning, ambitious, unprincipled, artful minorities who subvert the power of people and put their will above the nation . . . internal and external enemies who covertly strike against our unity as one people, and alienate portions of our citizens.

The Washington era closed December 14, 1799. Yet, there will always be an audience for his messages — "Duty takes precedence over inclination." . . . "Religion and morality lead to political prosperity."

LESSON TITLE: Have I Got a Constitution for You!

GOAL: To have students appreciate the importance of a written constitution.

OBJECTIVE: The students will write a short constitution, given a specific set of guidelines.

SUGGESTED LENGTH OF ACTIVITY: 4-5 days

SUGGESTED GRADE LEVEL: 4th - 5th

MATERIALS: Paper - pencil

PROCEDURE/ACTIVITIES:

Divide your class so that there are 4-5 students in each group. Tell each group that they are the first group of settlers in a new land. They must come up with a set of laws to govern themselves, and to see that their group can survive. To make things more interesting, assign each group to a particular geographic location or climate. You will be surprised at how sophisticated, with a little guidance from you, your groups will be.

EVALUATION: Have your students answer the following:

1. Did most of the members agree to their constitution?
2. Could new settlers easily fit in and abide by the laws?
3. Which one law would be most difficult to enforce?

SUBMITTED BY: Bill Davis

SCHOOL: Harrisburg Elementary

SCHOOL DISTRICT: South-Western City Schools

LESSON TITLE: Writing a Constitution

GOAL:

OBJECTIVE:

SUGGESTED LENGTH OF ACTIVITY: 4 - 5 days (about 45 minutes per day)

SUGGESTED GRADE LEVEL: 4 - 5

MATERIALS:

PROCEDURE/ACTIVITIES:

1. Divide class into groups of four or five students each. Tell each group that they are settlers arriving in a new land. They must come up with a document that will do the following:
   a. State what the laws are.
   b. State how the government will work.
   c. State how the laws will be enforced.

2. Bring the whole group back together and compare "constitutions".

3. Talk about the U.S. Constitution and how it was formed.

A variation is to assign a particular geographical region for each group and see how this might influence the type of constitution written.

EVALUATION:

SUBMITTED BY: Bill Davis

SCHOOL: Harrisburg Elementary

SCHOOL DISTRICT: South-Western City Schools

LESSON TITLE: The Constitution of the United States

GOAL: To create awareness in students that the Constitution is a living document.

OBJECTIVE: Students will understand the history and purpose of the Constitution. They will evaluate the Constitution's effectiveness in today's government and in their lives.

SUGGESTED LENGTH OF ACTIVITY: 4 hours

SUGGESTED GRADE LEVEL: Fifth

MATERIALS: The World and Its People: The United States and Its Neighbors, 5th grade social studies text, Silver Burdett, pps. 118-125; Workbook, pps. 33-34
Learning About Law, pp. 1 & 4
Our Constitution and What It Means

PROCEDURE/ACTIVITIES:

Read and discuss pages 118-123 in student text. Discuss amendments in Our Constitution and What It Means. Read, do, and discuss "A Day in the Life of Tom Phillips." Brainstorm:" What Is a Law?" individually, in small groups, then as a whole group activity.

EVALUATION: Teacher observation during class discussions.
Check up and review questions,vocabulary quiz, skills practice in student text.
Workbook pages.

SUBMITTED BY: Saundra Dattolico

SCHOOL: Prairie Lincoln

SCHOOL DISTRICT: South-Western City Schools

LESSON TITLE: Our Rights Under the Bill of Rights

GOAL: To broaden children's knowledge of their rights guaranteed by the Constitution.

OBJECTIVE: The children will be able to list their rights as guaranteed in the Bill of Rights.

SUGGESTED LENGTH OF ACTIVITY: Two weeks (30 minutes daily)

SUGGESTED GRADE LEVEL: 5th

MATERIALS:
1. Copy of Bill of Rights
2. White drawing paper
3. Crayons/markers
4. News articles

PROCEDURE/ACTIVITIES:

Day 1 - Class discussion of meaning of each amendment.

Day 2 - Continued discussion with emphasis on how these rights apply to students.

Day 3 - Draw pictures representing each amendment.

Days 4 & 5 -Role play each picture drawn.

Days 6 & 7 - Use newspapers to find articles relating to each freedom listed in the Bill of Rights.

Days 8 & 9 - Each person reports to class about the news article and the freedom it represents.

Day 10 - Evaluation

EVALUATION: See following worksheet -match rights to the amendments.

SUBMITTED BY: Gladys Caudill

SCHOOL: Richard Avenue Elementary

SCHOOL DISTRICT: South-Western City Schools

SOCIAL STUDIES NAME_____

Which of the Bill of Rights to the Constitution provided these laws? Write the number of the amendment on the blank. Some amendments will be used more than once.

_____ right to a speedy trial

_____ no cruel or unusual punishment

_____ cannot be tried twice for the same crime

_____ people can own guns

_____ one has rights not listed in the Constitution

_____ freedom of speech

_____ no excessive bail

_____ keep soldiers out of homes during peace time

_____ possible to have jury trial if more than $20 involved

_____ search warrants needed to search homes or belongings

_____ rights given to states

_____ court provides lawyer to poor

_____ freedom of press

_____ no self-incrimination

_____ government must pay if they take your land

_____ freedom of religion

_____ grand jury tries capital cases

_____ no excessive fines

_____ freedom of assembly

_____ due process provided

BILL OF RIGHTS

AMENDMENT I : Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech or of the press; or the right of the people peaceably to assemble and to petition the Government for a redress of grievances.

AMENDMENT II : A well-regulated militia being necessary to the security of a free State, the right of the people to keep and bear arms shall not be infringed.

AMENDMENT III: No soldier shall, in time of peace, be quartered in any house without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

AMENDMENT IV : The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue but upon probable cause, supported particularly describing the place to be searched and the persons or things to be seized.

AMENDMENT V : No person shall be held to answer for a capital or otherwise infamous crime unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service, in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

AMENDMENT VI : In all criminal prosecutions, the accused shal enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witness against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

AMENDMENT VII: In suits at common law, where the value of controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any court of the United States than according to the rules of the common law.

AMENDMENT VIII: Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

AMENDMENT IX : The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

AMENDMENT X : The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

LESSON TITLE: Data Base of the Delegates

GOAL: To develop and utilize a data base (using Appleworks) of information on the 55 delegates.

OBJECTIVE: The student will learn specific data on the delegates to the Constitutional Convention.

SUGGESTED LENGTH OF ACTIVITY:
2-3 days to search for information. Then students will type information, adding a little each day until the data base is complete.

SUGGESTED GRADE LEVEL: Fifth grade

MATERIALS: Special issue of Life magazine titled "Constitution"
Appleworks program.

PROCEDURE/ACTIVITIES: Worksheets-Handouts

1. Through class discussion, the class developed the list of information to be gathered on each delegate.

Last Name
First Name
Birthday
Home State
Occupations

2. Students research the delegates to find the needed information.

3. The information is typed on the data base.

4. The classroom uses the data base as a resource to quickly find information on individual DELEGATES. By using different record selections, the class can make many different record selections, the class can make many generalizations such as __ number of delegates were from _____. ___ number of delegates were ____(occupation).

EVALUATION:
This was an excellent activity for extra credit work. I used this assignment with a small group of students who were ahead in their social studies projects.

SUBMITTED BY: Lola Ericson

SCHOOL: West Franklin Elementary

SCHOOL DISTRICT: South-Western City Schools

LESSON TITLE: Rules - Laws

GOAL: To introduce the Constitution of the United States

OBJECTIVE: Student will be able to:
1. Define rules and laws
2. State why rules & laws are needed
3. Define Constitution.

SUGGESTED LENGTH OF ACTIVITY: 5 - 45 minute sessions

SUGGESTED GRADE LEVEL: 4 - 5th grade

MATERIALS: Student copies of :
"Wayside School Rules" and "You Make the Rules" (pp. 53 - 54 of A Salute to Our Constitution and the Bill of Rights, by Connie S. Yeaton and Karen Trusty Braeckel.)
Summary of Constitution
Construction and notebook paper
Crayons and markers
Rules of Brainstorming posted in room
Videocassette of "Why We Have Laws"

PROCEDURE/ACTIVITIES:
1. Show videocassette of "Why We Have Laws." Discuss why people cannot live peacefully without rules.
2. Distribute copies of "Wayside School Rules" & ""You Make the Rules." Read material together. Complete exercise. Discuss new rules proposed by class.
   a. brainstorming strategies on family and school rules
3. Discuss difference between rules and laws.
   a. brainstorming strategies on need for laws
4. Identify classroom rules, school rules, laws, state laws, and laws for our country.
   a. brainstorming strategies on laws that affect you.
5. Play button game (p.102 of A Salute to Our Constitution and the Bill of Rights.)
6. Explain Constitution, Articles of Confederation, document, delegates, convention, debate, ratify, laws and rule.
7. Design cover for vocabulary booklet needed later. Enter words from No. 6.

EVALUATION:
1. Devise projects showing the need for rules in different places.
2. Give mini-test over vocabulary words.
3. Class participation.

SUBMITTED BY: Linda Hall

SCHOOL:

SCHOOL DISTRICT: South-Western City Schools

LESSON TITLE: The Great Compromise and the Constitution

GOAL: To better understand the U.S. Constitution

OBJECTIVE: Students will be able to explain the Great Compromise and how and why it became part of the Constitution.

SUGGESTED LENGTH OF ACTIVITY: Time will vary according to procedures chosen.

SUGGESTED GRADE LEVEL: Intermediate

MATERIALS: Shh! We're Writing the Constitution, by Jean Fritz; Scholastic Search, September, 1987, copies of the following play or copies of student written play, costumes, play props, scenery, video camera and tape

PROCEDURE/ACTIVITIES:

1. Orally read Shh! We're Writing the Constitution to students.
2. Assign play parts or have students write their own play based on the book.
3. Allow time daily for students with speaking parts to practice the play.
4. Involve other students in making scenery and props.
5. Stage the play for other classes and videotape.

EVALUATION: View video of the play and discuss "What was the Great Compromise?", "Why was it necessary?" and "Who suggested it?"

SUBMITTED BY: Catherine Johnson

SCHOOL:

SCHOOL DISTRICT: South-Western City Schools

THE GREAT COMPROMISE AND THE CONSTITUTION

Characters: George Washington, James Madison, Benjamin Franklin, Edmund Randolph, Pierce Butler, John Dickinson, Elbridge Gerry, Alexander Hamilton, William Paterson, George Mason, Rufus King, Roger Sherman, George Read, James Wilson, and 4 additional delegates

Narrator - In 1786, George Washington, Alexander Hamilton, James Madison, and others suggested that a Grand Convention be held in Philadelphia to revise the Articles of Confederation. Rhode Island refused to have anything to do with it. So did Patrick Henry of Virginia and Willie Jones of North Carolina. Finally it was agreed that such a convention would be held on May 14, 1787.

Scene 1 - Independence Hall, May 14, 1787 (As the curtain opens a few delegates are standing around. James Madison is speaking to George Washington.)

Madison - General Washington, how good to see you. I can't believe that so few delegates have arrived. I want to get started.

Washington - I know, Jemmy, but we can't begin without a quorum.

(Close curtain)

Narrator - It would take eleven days for enough delegates to show up. They all had excuses - bad weather, personal business, muddy roads and lack of money. It's now May 25 and we're back to the convention.

Scene 2 - Independence Hall, May 25, 1787

Mason - I move the nomination of George Washington as president of the convention.

Butler - I second the nomination.

Hamilton - All in favor say, "Aye."

All Delegates - Aye

Washington - (Being escorted to his seat in front of the convention) Thank you, gentlemen. Now we must begin the task before us - the revising of the Articles of Confederation.

Hamilton - We need to keep our meetings secret until we all can agree. It won't do any good for people to listen in and take sides.

(Close curtain)

Narrator - And keep a secret they did. Despite the fact that it was an incredibly hot summer, even the windows of Independence Hall were locked to prevent eavesdropping. Let's rejoin the delegates.

Scene 3 - Independence Hall, some time in June

Randolph - Gentlemen, let me explain how I see the Plan developing. I see three branches of government. The executive branch would have a head who would be responsible for running the government. The legislative branch would be made up of two houses to make laws. The House of Representatives would be elected by the people; the Senate would be elected by the House. The third branch would be

the judiciary headed by the Supreme Court which would make sure laws were constitutional.

Butler - A national government? That would give it power over the states.

Dickinson - What's wrong with the word 'nation'? We are a nation!

Gerry - National? How can you think national? We were sent here to revise the Articles of Confederation not to destroy them.

King - A national government would be more concerned with individual people than with states themselves. What's going to happen to the smaller states?

Gerry - Common people aren't capable of governing themselves.

Delegate 1 - Should just one person head the executive branch?

Delegate 2 - Should the executive be paid a salary?

Madison - Yes, don't count on patriotism.

Delegate 3 - Who should pay the salary?

Delegate 4 - How long should the executive serve?

Hamilton - I believe he should serve a long term, perhaps for life. It would be embarrassing to watch a lot of ex-presidents wandering around like ghosts.

Franklin - Suppose you have a long-term president and he turned out to be bad? We ought to provide some way to get rid of him or the only thing left would be to shoot him.

(Close curtain)

Narrator - In the end it was decided that there would be a single executive paid out of the Treasury of the new government. He would be chosen by electors from each state and if necessary he could be impeached. There would also be a vice president who would take the president's place, if need be, and would preside over the Senate.

Scene 4 - Independence Hall (Paterson is addressing the convention)

Paterson - I don't approve of a single idea of Mr. Randolph's Virginia Plan. It's impractical, illegal, and too expensive! How can so many members of Congress find the money to travel from all over the country to attend meetings? The government should be a federation of states as it is now. There should be one legislative body with several executives at the head.

(Curtain closes)

Narrator - William Paterson's plan became known as the New Jersey Plan. James Madison picked the plan apart point by point. In the end when the delegates voted, seven states voted for the Virginia Plan, three voted for the New Jersey Plan and Maryland's delegation was divided. The idea of a federation was dead. The delegates were now committed to writing a constitution for a new nation.

Scene 5 - Independence Hall

Read - The small states like Delaware want each of the two houses of the legislature to have equal votes.

Wilson - That's ridiculous! Pennsylvania has three times as many people as New Jersey.

Hamilton - We can't possibly have one vote per state. The Constitution talks about the equality of men, not states.

Dickinson - We small states don't agree. We don't want to be completely controlled by the large states.

Washington - Gentlemen, gentlemen. Can't we compromise?

Sherman - I think I have a way to satisfy both the small and large states.

Madison - Let's hear it!

Sherman - Since we're going to have two houses - a House of Representatives and a Senate - why not have one with equal representation from each state and the other with representation based on population?

Madison - That just might be the way.

Wilson - I agree.

Read - Yes, that sounds reasonable.

(Curtain closes)

Narrator - Sherman's Plan which was also known as the Great Compromise allowed the convention to proceed. Large and small states no longer feared each other. Other disputes arose and were also settled through compromise. The final Constitution was signed by thirty-nine delegates on September 17, 1787. The Constitutional Convention adjourned and it was left up to the states to ratify it.

LESSON TITLE: Founding Fathers: To Tell The Truth

GOAL: To know men that contributed to the writing of the Constitution and what they did.

OBJECTIVE: The students will:
1. Use resources to find out more details on Founding Fathers.
2. Cooperate with other students to prepare for the game.
3. Identify Founding Fathers from questions and answers.

SUGGESTED LENGTH OF ACTIVITY:
2 - 40 minute periods for research and preparation
2 - 25 minute periods or 1 50 - minute period for game

SUGGESTED GRADE LEVEL: Fifth grade

MATERIALS: Books on Constitutional Convention and Founding Fathers, encyclopedias, history textbooks other than their own, chairs and desks set up for questioners and Founding Fathers

PROCEDURE/ACTIVITIES:

1. Prepare list of names to be drawn. There should be more names than groups in case of difficulties arising in doing research.
2. Divide class into groups of 3. A member of each group will draw a name to be researched. Explanation of "To Tell the Truth" should be made.
3. Each group will research its person and share information found within the group. The group will prepare questions that may be used in the game as well as answers.
4. List of prepared questions will be given to teacher at the end of the second period of preparation for duplication for use in the game.
5. An order of Founding Fathers should be prepared ahead of time.
6. The class needs to be divided into 3 teams and a review of the game made. Each team will have someone from the team represent them in asking the questions to the 3 "Founding Fathers" and deciding which of the 3 is the REAL one and the others are IMPOSTERS. Teams may decide on who will represent them for the round coming up while the group of 3 researchers finds out which of them will be the REAL one and is reminded that only the REAL one will answer each question truthfully. The IMPOSTERS will lie at times.

7. The 3 "Founding Fathers" will be asked questions by the representative of each team. Each questioner should be given one minute to ask as many questions as possible to the 3. The questioners should have a copy of the prepared questions to aid them in their questioning.
8. After the questioning, the questioners should be given 30 seconds to decide who they think is the REAL FOUNDING FATHER. The REAL ONE will stand and points will be awarded to the teams whose questioners were correct.
9. A new round should then start with new questioners and another group until all groups have played the game.

EVALUATION: The team with the most points wins for correctly identifying more Founding Fathers than the other teams. Give grades to members of the research groups based on what information they presented through their questions and how well they answered.

SUBMITTED BY: Douglas Johnson

SCHOOL:

SCHOOL DISTRICT: South-Western City Schools

LESSON TITLE: Know Your Rights

GOAL: The student will learn why the Constitution is important today.

OBJECTIVE: 1. The student will be able to define an amendment.
2. The student will explain how the amendments effect his/her life.

SUGGESTED LENGTH OF ACTIVITY: one or two sessions

SUGGESTED GRADE LEVEL: 3, 4, or 5

MATERIALS: A copy of the Constitution, an illustrated sheet of the Amendments to the Constitution (taken from Mini Pages, Columbus Dispatch), newspapers, large number of excerpts from newspapers taped on 3 x 5 index cards.

PROCEDURE/ACTIVITIES:

Before Class

Search through newspapers to find current events which can be directly related to the amendments to the Constitution. e.g., an article about a rally for peace, any reports of elections, any reports of trials which required a jury, any announcements of women voting, advertisements for alcoholic drinks, articles which refer to guns or search warrants, or articles which speak out against an official. There will be lots of them if you look. Find about 30 and glue them on 3 x 5 cards.

First Session:

1. Begin class session with "What comes to your mind when I say 'Amendment'?" Then go on with a discussion to determine what baseline knowledge the class has of amendments. Proceed with a lesson on the amendments and the Bill of Rights. You should have a copy of the Constitution available for reference so the students are aware of all amendments. Pass out the handout from the Dispatch and discuss the simplified version of the amendments.

2. Break the class into several small groups and give each group a stack of the 3 x 5 cards with the excerpts on them. Have them discuss the news clip and determine which amendment, if any, had a direct effect on the event written up in the newspaper. Give them a few minutes to work and then have them report back as a whole group.

Second Session:

1. Review with a short discussion, the meaning of amendment. Recall as many amendments as possible, then use the Dispatch sheet as a quick review.

2. Put the class in small groups with the assignment: "Find as many current events as possible which you can find a direct relationship with one of the amendments. Cut the article out and write on each article the number of the amendment which effects it." Each group will need a couple of newspapers and a large piece of paper to glue their articles on. The group which finds the most instances should receive a "Super Sleuth Award".

EVALUATION: Evaluate through class discussion and the understanding which is shown in the second day's activity.

SUBMITTED BY: Deena Snapp

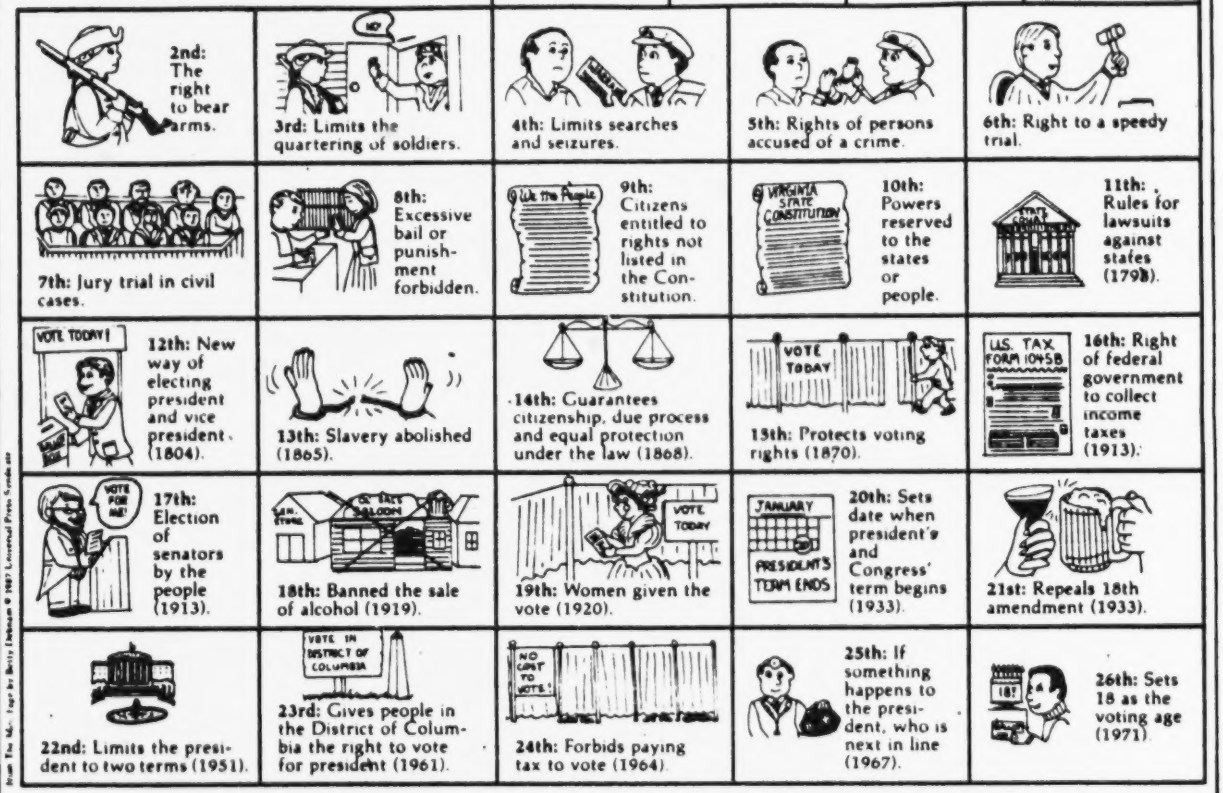
SCHOOL:

SCHOOL DISTRICT: South-Western City Schools

Amendments to the Constitution

The first 10 amendments are called the Bill of Rights.

Many people, including Thomas Jefferson, had agreed to support the Constitution only if these basic rights were added. This was done in 1791.


2nd: The right to bear arms.
3rd: Limits the quartering of soldiers.
4th: Limits searches and seizures.
5th: Rights of persons accused of a crime.
6th: Right to a speedy trial.
7th: Jury trial in civil cases.
8th: Excessive bail or punishment forbidden.
9th: Citizens entitled to rights not listed in the Constitution.
10th: Powers reserved to the states or people.
11th: Rules for lawsuits against states (1798).
12th: New way of electing president and vice president (1804).
13th: Slavery abolished (1865).
14th: Guarantees citizenship, due process and equal protection under the law (1868).
15th: Protects voting rights (1870).
16th: Right of federal government to collect income taxes (1913).
17th: Election of senators by the people (1913).
18th: Banned the sale of alcohol (1919).
19th: Women given the vote (1920).
20th: Sets date when president's and Congress' term begins (1933).
21st: Repeals 18th amendment (1933).
22nd: Limits the president to two terms (1951).
23rd: Gives people in the District of Columbia the right to vote for president (1961).
24th: Forbids paying tax to vote (1964).
25th: If something happens to the president, who is next in line (1967).
26th: Sets 18 as the voting age (1971).

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Bill of Rights

TRY 'N FIND

Words that remind us of the Bill of Rights are hidden in the block below. See if you can find: CRIME, JURY, WARRANT, BAIL, INNOCENT, GUILTY, JUDGE, PRIVACY, RIGHTS, LAW, SPEEDY, WITNESS, DUE PROCESS, FREEDOM, AMENDMENT, FINE, JUSTICE, COURT, LAWYER.

D U E P R O C E S S P E E D Y
F J U R Y B W A R R A N T J K
R U R I G U I L T Y F V X U D
E S I V N Q T M C R I M E D C
E T G A B R N L A W N O U G O
D I H C A M E N D M E N T E U
O C T Y I V S C R L A W Y E R
M E S P L H S I N N O C E N T

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LESSON TITLE: Writing a Class Constitution

GOAL: Read and study the U.S. Constitution. Discuss why we need rules. Formulate rules for our classroom in format of a constitution.

OBJECTIVE:

SUGGESTED LENGTH OF ACTIVITY: 6-7 lessons

SUGGESTED GRADE LEVEL: 4+

MATERIALS:

paper	black marking pen
pencil	roll paper
brown roll paper	

PROCEDURE/ACTIVITIES:

1. Read/discuss U.S. Constitution Preamble.
2. Read/discuss Articles of Constitution.
3. Brainstorm possible class rules and classify into catagories such as 1. safety, 2. work atmosphere, 3. class government and 4. getting along with others.
4. Divide into 5 committees to write Preamble and 4 sets of rules in appropriate language.
5. Committees report back to whole class for suggestions/critique.
6. Rewrite.
7. Word process final copies.
8. Class votes to select person to do scroll writing.
9. Send copy of class Constitution home for parents to see.
10. Make a LARGE copy to hang in stairwell.

EVALUATION:

SUBMITTED BY: Vicki Baack

SCHOOL: Tremont Elementary

SCHOOL DISTRICT: Upper Arlington City Schools

We the People

of Mrs. Baack's class, in order to form a more perfect classroom, establish justice, peace and safety for everyone, do create this Constitution for Room 210.

Article I — WORK ATMOSPHERE

1. No talking while someone else is talking.
2. If you need help during work period, whisper.
3. Remember your heading on your paper.
4. No chewing gum or eating candy unless it's a special occasion.

Article II — GETTING ALONG WITH OTHERS

1. No name calling.
2. Do not touch other people's belongings without permission.
3. Keep your hands to yourself.

Article III — SAFETY

1. Always put your chair up when school is out.
2. Always make sure your locker is closed when you leave.
3. No running in the classroom or building.

Article IV — CLASS GOVERNMENT

1. Every two weeks a President and Vice President (who will run as a team) shall be elected by their classmates.
2. The President will be in charge of class when teacher is out of room.
3. If the President is absent or unable for any reason to perform his/her duty, the Vice President will take over.
4. A person shall hold the office of President only once during the year.

Austin Root
Chris Binkley
Dan Lory
Travis Caldwell
Mike Mikinnon
Kristy Eschelon
Brian Cline
Katie Case
April Fox
Jessica Montgomery
Patt Brady
Mike Mason
Katie Nicole Cummins
Jeong-Eun Kim
Teri Aplin
Dan Smith
Carrie Stropki
Vicki Baack
Jason Martinez K
Menace! Chris & Bryant!

LESSON TITLE: Constitution Spelling List & Writing Extension

GOAL: To improve each student's knowledge of the Constitution and to improve his/her spelling ability.

OBJECTIVE: Students will be able to spell words with 80% accuracy. Students will write a paper that shows knowledge and understanding of what "With Freedom Comes Responsibility" means.

SUGGESTED LENGTH OF ACTIVITY:
Initial intro. 20 minutes; Follow-up writing & sharing at least 45 minutes

SUGGESTED GRADE LEVEL: Intermediate

MATERIALS: A copy of the spelling list for each student. Red, white & blue construction paper to mount the student's writings for display. Worksheets-Handouts which follow.

PROCEDURE/ACTIVITIES:

1. Teach in conjunction with a study of the Constitution.
2. Conduct spelling tests and instruction.
3. Include discussion of unfamiliar terms.
4. With the writing extension, take time to discuss this topic before having students write. Have them jot down ideas before writing. Discussion before writing is a critical element, especially with this concept.
5. Have students write a rough draft.
6. Pass out peer editing forms and exchange writing pieces. Pieces should have no names on them, just assigned numbers.
7. Have students decide what they want to change and make a final copy.
8. Take time to celebrate their writing pieces. Have students share verbally their pieces with the class. Ask students to give positive comments about the writing piece to the author. More advanced writers may also want critical comments.
9. Mount their writings on red, white and blue construction paper. It will make a nice display for the hallway or the classroom.

EVALUATION: On the spelling tests, check to see if you have an average of 80% or more. Writing Extension -Note student's interests and enthusiasm. Ask students to share their writing. Grade according to normal standards.

SUBMITTED BY: Missy Lawson

SCHOOL: Windermere

SCHOOL DISTRICT: Upper Arlington City Schools

CONSTITUTION SPELLING LIST

Signature_____

Date_____

I. constitution

II. United States of America

III. freedom

IV. document

V. Declaration of Independence

VI. perfect

VII. justice

VIII. liberty

IX. government

X. taxes

XI. preamble

XII. amendments

XIII. disagreement

XIV. compromise

XV. Bill of Rights

XVI. citizen

XVII. patriotic

Writing Extension: "With Freedom Comes Responsibility"

What does this common phrase mean to you ? Think of examples in your life that would help to explain this concept. How might this concept take on a different meaning to people in countries that are not as free as America? How has the history of the United States influenced this concept of 'with freedom comes responsibility'?

PEER EDITING

Editor:_____

Author:_____

1. Does this writing piece have a strong beginning?

   yes_____ no_____

   Suggestions:

2. Does this piece of writing have specific details and examples?

   yes_____ no_____

   Suggestions:

3. Does this piece of writing have sentences that do not make sense or seem awkward?

   yes_____ no_____

   Suggestions:

4. What do you like most about this piece of writing?

5. What do you like least about this piece of writing?

We the People

Table of Contents for MIDDLE SCHOOL Lesson Plans

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Music of the Constitutional Period ..... M-9 — M-13

LESSON TITLE: Experiencing Concepts Found in the Preamble Through Creative Dramatics

GOAL: To deepen students understanding of the words: union, justice, tranquility, welfare, liberty, and posterity found in the Preamble to the Constitution of the United States.

OBJECTIVE: Using only one or two different words, the student will define the following: union, justice, tranquility, welfare, liberty, and posterity.

The students will experience the values implied by each word as they use creative dramatics to problem solve.

SUGGESTED LENGTH OF ACTIVITY: 30-40 minutes, preferably over time using three 10-15 minute sessions.

SUGGESTED GRADE LEVEL: 3-5

MATERIALS: movement space, chalk, chalkboard, a copy of the Preamble

PROCEDURE/ACTIVITIES:

1. Children listen to the Preamble to the Constitution of the United States. Viewing a copy of the Preamble, help children to notice capitalization of words that today would not be capitalized. List these words on the board. The students might speculate about why these words were capitalized.

2. Using only one or two different words, students define each word in the list. List each of these on the board as well. Example: Union/Together; Justice/Fairness; Tranquility/Peace; Welfare/Well Being; Liberty/Freedom; Posterity/Future Generations.

3. Students form six groups (one for each word). Working in their groups, students have five minutes to create a pose that represents the meaning of their word. (Teachers may need to offer some examples.) When ready, students stand tall, the class calls out each group's word, the group strikes its pose. The students discuss each pose and how it reflects the meaning of the group's word.

4. Students have five to ten minutes to create a short skit illustrating the meaning of the same word. Using the same stories developed in each skit, students illustrate opposite concept of their word. Students discuss how the skits illustrate the concept word or its opposite.

5. Students continue to develop their skits by moving from the negative example to the positive example of their concept word. They should show the problem, resolve the problem, and demonstrate their solution.

EVALUATION: 1. Students might write their own definition of each word.
2. Students then might prioritize each word offering their reasons for the order.

SUBMITTED BY: L. Randall Warner

SCHOOL: Windermere Elementary

SCHOOL DISTRICT: Upper Arlington City Schools

LESSON TITLE: Historical Book Timeline

GOAL: To familiarize 5th or 6th graders with great Americans and American events, and to help students understand the relationship of these people or events in time.

OBJECTIVE: Students should understand about famous Americans and events. Students should understand the relationship of events by the use of a time line.

SUGGESTED LENGTH OF ACTIVITY: This activity could extend over a period of weeks due to necessity for students to read nonfiction books about Americans or American events.

SUGGESTED GRADE LEVEL: 5, 6

MATERIALS: Books (nonfiction) for students to read about historical Americans or American events; construction paper; crayons, markers, etc. [optional -- scissors, glue, clothesline, bulletin board]

PROCEDURE/ACTIVITIES:

For this lesson, students should be assigned to read a book about a famous American in history or an event in history. (The book should be their choice.) The teacher can suggest a particular time period or allow the student to choose from any time in American history. Once the students have finished their books, they should design an appropriate book jacket using materials mentioned above. Once the jackets are finished, the students will determine, through class discussion, where the books fit chronologically on a time line. They can then hang the book jackets on a clothes line in the room or simply arrange them chronologically on a bulletin board.

EVALUATION: The evaluation can be done through a class discussion, or through grading the book jackets.

SUBMITTED BY: Connie Edwards

SCHOOL: Hanby Elementary

SCHOOL DISTRICT: Westerville City Schools

LESSON TITLE: Rumplestiltskin vs. the Queen

GOAL: To teach elementary school children the fundamentals of the American judicial system.

OBJECTIVE: Acquiring information about the structure of the legal system, vocabulary, elements of a trial and role definition.

SUGGESTED LENGTH OF ACTIVITY:

SUGGESTED GRADE LEVEL: Intermediate Grades

MATERIALS: 1. Text: Conversion of fairy tale to mock trial script; conflict is resolved through the litigation process.
2. Classroom Exercises: Follow-up lesson and jury deliberations (each class will come to a verdict).

PROCEDURE/ACTIVITIES:

1. Read play script.
2. Discuss vocabulary terms presented in script.
   (a) Role definition.
   (b) Legal process.
3. Rehearse the script.
4. Present the play.
5. Discuss follow-up lesson.
6. Jury deliberations.
7. Voting by jury to come to a verdict.

EVALUATION: Assess the impact of project on students by taking the paper and pencil evaluation packet.

SUBMITTED BY: Georgia Barkhymer

SCHOOL: Robert Frost

SCHOOL DISTRICT: Westerville City Schools

VOCABULARY LESSON

Although most of these terms are explained within in the context of the script, you may want to discuss them in class before the presentation.

ROLE DEFINITION:

lawyer- a practitioner of the law

jury- a body of persons sworn to judge and give a verdict on a given matter

defendant-one against whom an action is brought

defense- action of a defendant in opposition to complaints against him

bailiff- a court attendant entrusted with such duties as the maintenance of order in the courtroom

witness- one who has seen or heard something- one who provides evidence

judge- a public official who hears and decides cases brought before a court of law

plaintiff- one who seeks to claim remedy for an injury

LEGAL PROCESS

evidence- that which is presented to determine truth

proof- produces belief arising from evidence

contract- an agreement legally enforceable between two or more persons to do or forbear something

services rendered- a bargain to transmit a performance of labor

restitution- restoration of anything to its rightful owner

sue- to seek justice or right for a person by legal process

case- presentation of each party

VOCABULARY (cont.)

opening statement- a preview of what the lawyer expects to show

law- a rule established by authority, society or custom

litigation- engagement in legal proceedings

direct examination- friendly questioning by the lawyer who has called the witness

cross examination- hostile questioning by the lawyer against whom the witness was called

objection- a claim that something is occurring in violation of proper procedure

objection sustained- objection is allowed

objection overruled- objection is not allowed

contempt of court- willfully disobeying an order of court

relevant- related to the matter at hand

testimony- evidence provided by a witness on the witness stand (sworn statements)

penalty- a punishment established by law for a crime or an offense

perjury- the deliberate giving of false testimony under oath

closing statement- last statement of attorney to jury- summary of the case

responsibility- the state of being accountable for the care or welfare of another

verdict- decision reached by a jury at the end of a trial

LESSON TITLE: Bill of Rights' Rap

GOAL: To strengthen understanding of the Bill of Rights.

OBJECTIVE: Culminating activity after studying Bill of Rights

SUGGESTED LENGTH OF ACTIVITY:

Fourth graders memorized this in about ten days and presented it for the student body.

SUGGESTED GRADE LEVEL: 4th, 5th and up

MATERIALS: copy of rap (following)

PROCEDURE/ACTIVITIES:

I asked for volunteers to memorize and present it to the student body. Approximately 40 students participated (any number would work). All students said beginning and ending stanzas with small group (3 or 4) saying individual amendments.
One student dressed as James Madison and came in on the section about him.

EVALUATION: Students loved doing it, and we received favorable comments.

SUBMITTED BY: Marge Cepek

SCHOOL:

SCHOOL DISTRICT: Westerville City Schools

Celebrate the significance of 1787 in an upbeat 1980s' way...

Do the Bill of Rights Rap!

If your school is planning a program in honor of the bicentennial of the Constitution, here's a way to make your class the hit of the show.

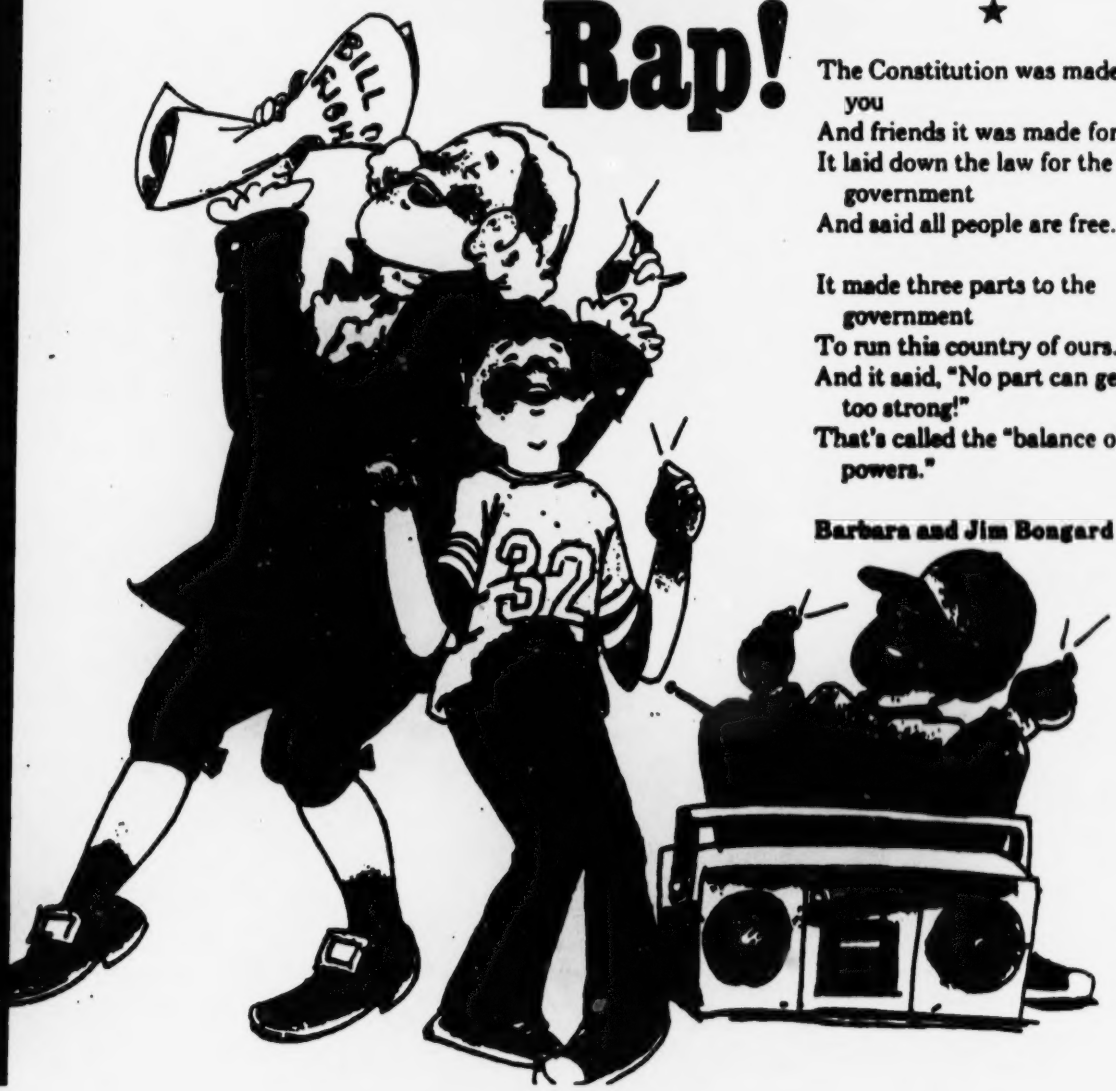
To do this rap, you don't need music, just a steady rhythmic beat—such as handclapping. By assigning stanzas to individual students, you can also perform the rap for one other in the classroom. Encourage kids to put personality into their performance!

★

The Constitution was made for
you
And friends it was made for me.
It laid down the law for the
government
And said all people are free.

It made three parts to the
government
To run this country of ours.
And it said, "No part can get
too strong!"
That's called the "balance of
powers."

Barbara and Jim Bongard



We have a president and senators
And representatives, too,
A Supreme Court with lots of judges
And voters—yes folks, that's you.

When the Constitution was written down,
Some started to scream and shout.
They said, "There are too many freedoms that
This document has left out!"

James Madison helped to fix it up
With some special guarantees.
We call these freedoms the Bill of Rights.
They're our civil liberties.

This thing we call the Bill of Rights
Is the Amendments from one to ten.
Now listen closely while we rap them out,
'Cause we aren't goin' through them again!

Number One says we've got freedom
Of religion and speech and press.
And we've got the right to assemble,
And to petition for redress.

Number Two says that this country
Needs to keep itself from harms,
So we need a state militia
And the people need to keep their arms.

Number Three says army soldiers
Don't have to live with us.
If we don't want them in our house
Then the government can't fuss.

Number Four was written mainly
To keep police in line.
They need to have a warrant
To search your house or mine.

Number Five says no court can put you
On trial more than just one time.
You don't have to testify against yourself
If they accuse you of a crime.

Number Six says if you're on trial you
Must be told what the charges are.
You must have a lawyer, and witnesses
Must testify before the bar.

Number Seven is a special guarantee
So you need have no fears.
It gives each citizen the right to trial
By a jury of your peers.

Number Eight says it's wrong for punishment
To be unusual or cruel.
And your fine or bail can't be so high
That it goes against the rule.

Number Nine was put in there
To let the government know
That we all have a lot more freedoms
Than this Bill of Rights can show.

Number Ten says the *people* have the power
In the American institution.
And the government can only do
What it says in the Constitution.

Now there's a lot more we could rap about
That we don't have time to say.
So we're callin' on *you* to think about
What it means to *you* today.

Though it's been around 200 years
What it said back then is true.
The Constitution was made for me
And friends—it was made for you!

Barbara Beagard is kindergarten director, Auburndale School, Cordova, Tennessee. She collaborated with her husband.

LESSON TITLE: Rules, Responsibility, The Constitution and You!

GOAL: To allow students to develop their own rules, rights and responsibilities in conjunction with the study of the Constitution and its development of the three main branches of government.

OBJECTIVE: Students will participate in developing classroom laws using mock general assembly, debate, discussion and voting processes.

SUGGESTED LENGTH OF ACTIVITY: 1 hr. per lesson - initial and follow-up

SUGGESTED GRADE LEVEL: Intermediate

MATERIALS:
1. Large chart paper or blackboard for recording
2. Notebook paper for students
3. Brief historical description of Constitutional Convention*
4. Vocabulary list to be shared with the students before and after the lesson

*May be based on Silver Burdett text, United States and Its Neighbors, pp. 118-123 for teacher reference, or other materials you have for personal reference, i.e., Constitution Workshop Packets.

PROCEDURE/ACTIVITIES:

A. Large Group
All students (classroom or grade level) assemble in large facility. (Students need notebook paper)
*Use the questions following this lesson to stimulate discussion and lead into brief description of the development of the Constitution.

B. Small Group

Number off, or assign children numbers from 1 - 8, and direct each group of 8 to select a recorder and find a place to meet and brainstorm rules they feel they could live with in their room or grade. Allow 10 to 15 minutes in small group.

C. Regroup in Large Group

1. Have recorders share their lists while teacher records them on board or chart paper.
2. Allow limited time for discussion and debate.
3. Voting - allow students to vote on the rules presented.
4. Consolidate and revise those rules receiving the highest votes.
5. Present this question:
   Who will be the responsible parties for carrying out the established classroom rules? (Responsibility)

(The children are responsible.)

D. Follow up lessons

1. Discuss consequences and rewards which can be developed on the following day using the same process.

2. On the follow-up lesson or class, review some consequences for citizens who disobey the "Law of the Land".

Also discuss rewards we have as citizens if we do abide by the law -------- (safe and free society.)

When students have their rules, consequences, and rewards, use them throughout the year for classroom management.

Remind students of their input in developing the rules, their need to carry out the rules and their right to be rewarded for doing a good job.

EVALUATION:

SUBMITTED BY: Ann Dawson

SCHOOL: Sutter Park Elementary

SCHOOL DISTRICT: Worthington City Schools

LESSON TITLE: We the People

GOAL: To reinforce knowledge of facts about the Constituton

OBJECTIVE: To teach facts about the Constitution using a game as a motivational vehicle.

SUGGESTED LENGTH OF ACTIVITY:

SUGGESTED GRADE LEVEL:

MATERIALS: Trivia Cards (5 decks) made from Our Living Constitution, Good Apple Activity Book, pp. 149-158

Run each page on a different color paper, correlate front and back so answers match questions cards.

Group Trivia Boards and colored game markers made by students from tag board

5 Dice

PROCEDURE/ACTIVITIES:

Day 1

1. Divide students into groups of 5 and pass out gameboard size tag board to each group.

2. List colors of cards to be used in each Trivia deck and have students create their own game-board design using those colors. Start/Finish type board.

3. Also assign each student to create a matching color game marker. (1 per student - 5 in all) Encourage them to make a symbol of something related to or referred to in the Constitution.

Collect both game boards and markers when finished.

Day 2 - Play the Game

1. Pass out gameboards, markers, dice and pre-made Trivia decks.

2. Allow students to devise game rules in their groups.

3. Students proceed to play by rolling di, moving the number indicated on the di then answering a question from the corresponding color card that matches where they landed.

4. Game continues till a student reaches the finish line.

EVALUATION: As students play this game throughout the year, the questions and answers will become more familiar until they actually will have learned the information about the Constitution.

SUBMITTED BY: Ann Dawson

SCHOOL: Sutter Park

SCHOOL DISTRICT: Worthington City Schools

LESSON TITLE: Freedom of Speech

GOAL: To have students analyze freedom of speech as expressed in the First Amendment of the U.S. Constitution

OBJECTIVE: To improve evaluative skills.
To understand the limitations of freedoms.
To begin to recognize what is meant by an "open society."
To begin to understand how justice is administered in the U.S.

SUGGESTED LENGTH OF ACTIVITY: One and one-half hours

SUGGESTED GRADE LEVEL: Fifth or eighth grade

MATERIALS: see following pages

PROCEDURE/ACTIVITIES:

1. Read First Amendment to students.
2. Copy freedoms in this amendment on the chalkboard.
3. Ask students to suggest kinds of speech which would not be acceptable in court--discuss each point.
4. Ask students how freedom of speech is different in an "open society" than in a "closed society."
5. Use the continuum to show how U.S. compares with the Soviet Union. (following)
6. Give students a set of facts involving free speech and ask them to discuss whether the speech used is--or should be--legal.
7. Give a simplified version of facts in Thornhil v. Alabama. (following)
8. Give a simplified version of facts in Tinker v Des Moines. (following)
9. Ask students whether a person should be allowed to say he/she is going to kill the President.

EVALUATION:

A person runs into a theater filled with people and shouts "Fire, fire," even though there is no fire. The person is arrested. You play the judge and determine if the person is guilty or not guilty. Write your reasons for your decision.

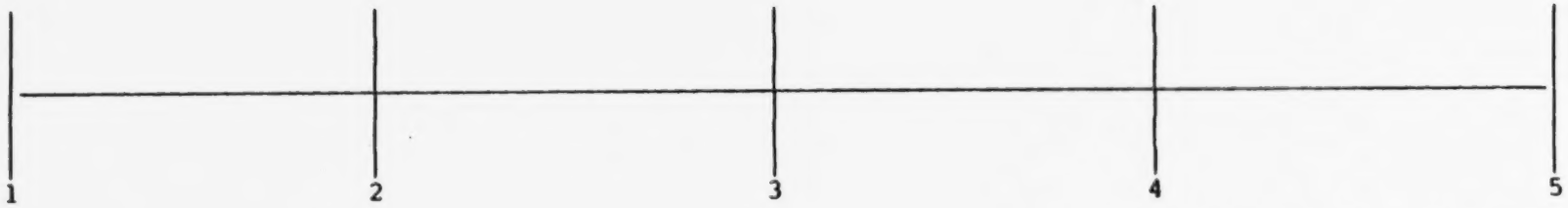
SUBMITTED BY: Jeane Anderson

SCHOOL: Windsor School of Academic & Physical Excellence
Alternative Elementary School

SCHOOL DISTRICT: Columbus Public Schools

C O N T I N U U M S

FREEDOM OF SPEECH



No Freedom of Speech

Complete Freedom of Speech

H-2

PICKETING AND FREE SPEECH

Thornhill v. Alabama, 310 U. S. 88; 60 S. Ct. 736; 84 L. Ed. 1093 (1940)

Thornhill was convicted in Alabama of violating an Alabama statute that forbade loitering or picketing around a place of business for the purpose of inducing others not to trade with or work for the place of business. He was arrested for picketing the plant of the Brown Wood Preserving Co.

OPINION BY MR. JUSTICE MURPHY
(Vote: 8-1)

Question—Did the Alabama statute violate the First Amendment to the Constitution?

Decision—Yes.

Reason—The Court reasoned that the freedom of speech and of the press guaranteed by the Constitution embraces at the least the liberty to discuss publicly and truthfully all matters of public concern without previous restraint or fear of subsequent punishment. The Court stated that in the circumstances of our times the dissemination of information concerning the facts of a labor dispute must be regarded as within the area of free discussion that is guaranteed by the Constitution. The Court held that free discussion concerning the conditions in industry and the causes of labor disputes are indispensable to the effective and intelligent use of the processes of popular government to shape the destiny of modern industrial society. The court further stated that the streets are natural and proper places for the dissemination of information and opinion; and one is not to have the exercise of his liberty of expression in appropriate places abridged on the plea that it may be exercised in some other place.

Corollary cases

United States v. Carolene Products, 304 U. S. 144
De Jonge v. Oregon, 299 U. S. 353
Stromberg v. California, 283 U. S. 359
Lanzetta v. New Jersey, 306 U. S. 451
Duplex Printing Press Co., v. Deering, 254 U. S. 443
American Steel Foundries v. Tri-City Council, 257 U. S. 184
Schneider v. State, 308 U. S. 147
Hague v. C.I.O., 307 U. S. 496
Lovell v. Griffin, 303 U. S. 444
A.F.L. v. Swing, 312 U. S. 321
Carpenters and Joiners Union v. Ritter's Cafe, 315 U. S. 722
Carlson v. California, 310 U. S. 106
Local Union No. 10, United Ass'n of Journeymen Plumbers and Steamfitters of the United States and Canada of A.F.L. v. Graham, 345 U. S. 192
Youngdahl v. Rainfair, 355 U. S. 131

THE CASE STUDY APPROACH

Tinker v. Des Moines Independent Community School District
399 U.S. 503 (1969)

Facts of the Case

In December, 1965, a group of adults and students decided to publicize their opposition to the Vietnam conflict by wearing black armbands during the holiday season and by fasting December 16 and New Year's Eve. Several of the students present had engaged in similar activities in the past, and they decided to participate in this activity.

The principals of the Des Moines schools heard about the plan and, on December 14, adopted a policy that forbade the wearing of an armband to school. Students who refused to remove such armbands would be suspended until they complied.

On December 16, several students who knew about the regulation wore armbands to school: Paul Tinker, 8 years old and in the second grade, Hope Tinker, 11 years old and in the fifth grade, Mary Beth Tinker, 13 years old and in junior high school, and Christopher Eckhardt, a 16 year old high school student. The following day, John Tinker, a 15 year old high school student, wore his armband to school.

The students were suspended and were told not to return to school unless they removed their armbands. They stayed away from school until after New Year's Day, when the planned period for wearing the armbands had expired.

Several incidents took place on the day the students wore their bands. There were comments and warnings by other students, some poking fun at them, and an older football player warned other students they had better let the protestors alone. A math teacher had his lesson practically "wrecked" by disputes with Beth Tinker.

The suspended students, through their fathers, filed a complaint with the United States District Court, asking for an injunction ordering the schol officials not to punish them. In addition, they sought nominal damages -- a small or token sum of money, usually $1.00, to show that legal injury has been suffered.

Issues

1. Does the First and Fourteenth Amendment protection of free speech apply to students in the school?

2. If it does, is wearing a black armband considered speech which is protected by these Amendments?

3. Is the free speech protection absolute, or can it be limited in certain circumstances?

4. If so, what are those circumstances, and do they apply here?

The Arguments

For the Students:

1. The wearing of armbands is the equivalent of speech. It is protected by the First and Fourteenth Amendments.

2. The action of the school authorities was capricious, arbitrary, and unreasonable. It simply singled out one form of expression -- the black armband -- rather than prohibiting the wearing of all controversial insignia. Furthermore, the administrators had permitted the wearing of political campaign buttons, and even the Iron Cross, in the schools.

3. The school system did not have a history of disruptions. In any events, a few armbands in a school system of 18,000 students did not warrant the action of the school administrators.

For the School District:

1. Amendment 10 of the Constitution gives the states power over the the educational system. School authorities, as agents of the state, have the responsibility to take measures to protect the health, welfare, and safety of the students under their supervision.

2. The school regulation against black armbands was necessary to preserve discipline in the school. The Vietnam War was a divisive conflict marked by public protest meetings, draft card burnings, and a march on Washington. A former student of one of the high schools had been killed in Vietnam and some of his friends might have reacted strongly to the wearers of the armbands. Students at one of the schools had been heard to say that if black armbands were permitted, they would wear armbands of another color. There were other rumors of trouble. School administrators were best qualified to judge the situation. The regulation against the black armbands had been necessary to maintain discipline in the school and to prevent any interference with learning.

The Decision

[The United District Court dismissed the complaint and ruled in favor of the school authorities. The case was carried to the Court of Appeals, where the judges were divided equally on the issue. This meant the lower court decision was affirmed. The plaintiffs then carried their case to the Supreme Court of the United States. The decision was 7 to 2. For whom?]

Opinion A (written by Justice Fortas)

...the wearing of armbands in the circumstances of this case...was closely akin to "pure speech" which, we have repeatedly held, is entitled to comprehensive protection under the First Amendment....First Amendment rights, in light of the special characteristics of the school environment, are available to teachers and students. It can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate. This has been the unmistakeable holding of this Court for almost 50 years.

In our system, state-operated schools may not be enclaves of totalitarianism. School officials do not possess absolute authority over their students. Students in school as well as out of school are "persons" under the Constitution. They are possessed of fundamental rights which the State must respect, just as they themselves must respect their obligations to the State.

...Certainly where there is no finding and no showing that engaging in the forbidden conduct would "materially and substantially interfere with the requirements of appropriate discipline in the operation of the school," the prohibition cannot be sustained...the record fails to yield evidence that the school authorities had reason to anticipate that the wearing of the armbands would substantially interfere with the work of the school or impinge upon the rights of other students....Clearly, the prohibition of expression of one particular opinion, at least without evidence that is necessary to avoid material and substantial interference with schoolwork or discipline, is not constitutionally permissible.

Opinion B (written by Justice Black)

While I have always believed that under the First and Fourteenth Amendment neither the State nor the Federal Government has any authority to regulate or censor the content of speech, I have never believed that any person has a right to give speeches or engage in demonstrations where he pleases and when he pleases...Nor does a person carry with him into the United States Senate or House, or into the Supreme Court, or any other court, a complete constitutional right to go into those places contrary to their rules and speak his mind on any subject he pleases. It is a myth to say that any person has a constitutional right to say what he pleases, where he pleases, and when he pleases.

(And) if the time has come when pupils of state-supported schools, kindergartens, grammar schools, or high schools, can defy and flout orders of school officials to keep their minds on their own schoolwork, it is the beginning of a new revolutionary era of permissiveness in this country fostered by the judiciary.

...The original idea of schools, which I do not believe is yet abandoned as worthless or out of date, was that children had not yet reached the point of experience and wisdom which enabled them to teach all of their elders...One does not need to be a prophet or the son of a prophet to know that...some students in Iowa schools and indeed in all schools will be ready, able, and willing to defy their teachers on practically all orders [if we find in favor of the students in this case]...

This case, therefore, wholly without constitutional reasons in my judgment, subjects all the public schools in the country to the whims and caprices of their loudest-mouthed, but maybe not their brightest, students. I, for one, am not fully persuaded that school pupils are wise enough...to run the 223,300 public school systems in our 50 states...[We must not] hold that the Federal Constitution compels the teachers, parents, and elected school officials to surrender control of the American public school system to public school students.

From : Isidore Starr, "The Case for the Case Study Approach," Update (Fall, 1977), pp. 11-15

LESSON TITLE: Writing Across the Constitution

GOAL: Cooperative learning about the Constitution through writing.

OBJECTIVE: The student will explore areas of the Constitution by using cooperative learning through the writing process.

SUGGESTED LENGTH OF ACTIVITY: 30 - 40 minutes

SUGGESTED GRADE LEVEL: 4 - 8

MATERIALS: Paper, pencil

PROCEDURE/ACTIVITIES:

1. Divide the students into two groups and have students count 1, 2 around the classroom.
2. All the students with number 1 will write two beginning sentences about the Constitution.
3. Students with the number 2 will write two ending sentences about the Constitution.
4. When each student has finished writing, students with the number 1 group (beginnings) will pick a partner from the number 2 group (endings).
5. Let them sit together and make a middle for the story. Students will say, "Oh, this is impossible!" Then, they will get started and really enjoy the process and the product. After a short time, students are asked to volunteer to read their stories aloud to the class.

EVALUATION:

The procedure is used to learn more about the Constitution along with story composition. Even though the beginning and endings are different, conflict and problem solving will occur.

Cooperative learning is a definite part of this lesson.

Questions to ask for evaluation:

1. How well did the students work together?
2. Did the final copy have a semblance of credibility?
3. Did the students enjoy the lesson?
4. Ask the students to evaluate the procedure.

This lesson can be used in many content areas of the curriculum. It's a great rainy day activity!

SUBMITTED BY: Joan Smith

SCHOOL:

SCHOOL DISTRICT: Groveport Madison Local Schools

LESSON TITLE: Music of the Constitutional Period

GOAL: To learn through music about Constitutional times.

OBJECTIVE: To help students understand Constitutional times through the use of musicals and songs of that period.

SUGGESTED LENGTH OF ACTIVITY: Three weeks at two periods per week

SUGGESTED GRADE LEVEL: 7th or 8th grade level music classes

MATERIALS:
1. A musical - "Frankly, Franklin" for youth based on the life of Benjamin Franklin by Martha Burgess and musical score by Hugh S. Livingston
2. "We The People" - 2-part song by Roger Emerson
3. "Yankee Doodle" - folk song as written in Making Music Your Own

PROCEDURE/ACTIVITIES:

1st Class

Take class period (45 minutes) to look at musical materials. Pass out copies to class and examine musical for plot and each particular song for what this piece is describing to us about this period. Discuss this period and what might be happening in this time period and what the music substantiates.

2nd Class

Listen to the pieces and sing along with recordings or cassettes following the lyrics for "We The People" and "Yankee Doodle". (Listen first and then sing) Use a work sheet and fill in information as asked on this sheet. Draw a picture that illustrates each verse or at least three verses of "Yankee Doodle".

3rd Class

Pass out copies of "Frankly, Franklin" to members of the class. Assign parts and have students read or act out parts while following musical score and plot. Have students research Franklin's contribution to the Constitution. (Use small groups of students to find and report findings),

4th Class

Discuss findings of small groups as written down and orally. Again sing and read through "Frankly, Franklin" in class. Spend as much time on music as interest and attention dictates.

5th Class

Tape on cassette tapes the various performances and/or read those of the several classes. Compare these tapes with other classes for their understanding of Franklin and his contribution to the establishment of the Constitution. Sing through "We The People" again and also compare this selection with the written preamble of the Constitution.

EVALUATION:

Having taped the performances of various classes of students, listen to these tapes and their discussion of what they have learned.

Have students write a page on the ideas of what the people thought about the English soldiers, which will show understanding of this piece of music.

Test discussed ideas of "We The People" concerning the Constitution using a ditto of fill in questions.

Have students put all their drawings and written papers together in a notebook called "We the People", which will be checked and returned to students.

SUBMITTED BY: Don R. Lutz

SCHOOL: Rosemore Jr. High

SCHOOL DISTRICT: Whitehall City Schools

NAME _____

ROOM _____

Summarize all the information that you found on the life of Benjamin Franklin in your small group research.

WE THE PEOPLE

NAME_____

Words and Music by
ROGER EMERSON

RM. # _____

Explain the text of "We The People".

Explain the overall text of"Yankee Doodle" and why are certain words used and to whom directed.

NAME _____

Room # _____

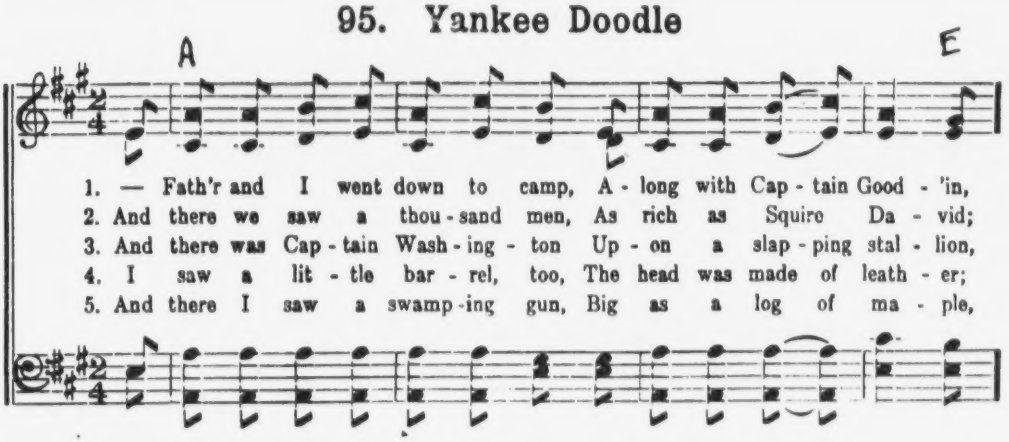
Directions:

On the front and back, if necessary, of this sheet, draw a small picture that illustrates at least four verses of "Yankee Doodle".

There should be at least four separate pictures on this page.

The oldest of our National Songs, whose origin has never been traced. Many sets of words have been associated with it, because during the Revolutionary war, it was used both by the British and Americans as a means of ridiculing the other. The text here printed is suggestive of a boy's point of view regarding the Continental army.

95. Yankee Doodle


A
E
1. — Fath'r and I went down to camp, A - long with Cap - tain Good - 'in,
2. And there we saw a thou - sand men, As rich as Squire Da - vid;
3. And there was Cap - tain Wash - ing - ton Up - on a slap - ping stal - lion,
4. I saw a lit - tle bar - rel, too, The head was made of leath - er;
5. And there I saw a swamp - ing gun, Big as a log of ma - ple,

We the People

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LESSON TITLE: Classroom Constitution

GOAL: To teach students that we are a democratic government with a need for rules.

OBJECTIVE: The students will work together to generate a list of classroom guidelines.

SUGGESTED LENGTH OF ACTIVITY: Two thirty minute periods

SUGGESTED GRADE LEVEL: Any grade level

MATERIALS: parchment or onion skin paper (large)
old ink pen and ink well

PROCEDURE/ACTIVITIES:

Day 1

Discuss what makes a good rule, why rules are important. As a class, brainstorm and list ideas for classroom rules. Discuss the list and how it would work or fit in with the class. Each student will vote for 10 rules they believe to be important for the class.

Day 2

Write the rules on parchment paper. Discuss each rule with the class. (State them in positive terms.) Each student will sign the Constitution with the ink pen showing that they agree to follow the rules they established. Post the Constitution in the room.

EVALUATION:

Discuss the activity with the class. Evaluate by observation. Check participation initially. Follow through by checking to see how well the students follow the rules they set.

SUBMITTED BY: Suzanne Van Schoik

SCHOOL: Cedarwood

SCHOOL DISTRICT: Columbus Public Schools

LESSON TITLE: ABC in Education

GOAL: To make students aware of their responsibility and give a better understanding of government and law.

OBJECTIVE: The students will accept rules as necessary to guide behavior at home, at school, at play and in the community.

SUGGESTED LENGTH OF ACTIVITY: Three weeks or more

SUGGESTED GRADE LEVEL: Primary or intermediate

MATERIALS: Student handbook
Video: "Gold E. Locks" (available from the Law Related Education office.)
Materials from We the People workshop

PROCEDURE/ACTIVITIES:

1. Discuss the problems involved when rules aren't followed at school, home and in the city of Columbus.
2. Read rules for accepted behavior during school day.
3. Watch the video "Gold E. Locks."
4. Visit by Guidance Counselor and discussion of the importance of following rules.
5. Visit by principal where the school's philosophy and rules are explained.
6. Small group discussion and dramatization of situations and how to react in a positive manner.

EVALUATION:

1. Are students aware of accountability for their actions?
2. Because behavior is improved, are students learning the basics?
3. Is citizenship of prime importance at our school?

SUBMITTED BY: Jeanine Daly

SCHOOL: Cranbrook

SCHOOL DISTRICT: Columbus Public Schools

LESSON TITLE: "The Preamble and Constitution"

GOAL: To explore the Preamble, the Constitution and patriotic symbols. To meet the framers of those documents and the first president.

OBJECTIVE: To gain respect for our heritage and to learn the signifiance of America's history.

SUGGESTED LENGTH OF ACTIVITY: Two weeks

SUGGESTED GRADE LEVEL: K-5

MATERIALS: Filmstrips - "Preamble," "Our Living Constitution,"
Books - "Shh, We're Writing the Constitution",
Tell Me Some More and The Preamble

PROCEDURE/ACTIVITIES:

View filmstrips; recite the Preamble together; discuss the framers of the Constitution, then ages, states and lives; explore the "Father of Our Country" and "The Father of The Constitution."

Discuss and design patriotic symbols - Uncle Sam, National Anthem, Eagle, Flag, Liberty Bell, Statue of Liberty, seal.

EVALUATION: Involvment in discussions, student recitations.

SUBMITTED BY: Ellie Hall

SCHOOL: Easthaven Elementary

SCHOOL DISTRICT: Columbus Public Schools

LESSON TITLE: Why We Say the Pledge of Allegiance

GOAL: To learn that the flag is a symbol of our country and it represents ideas.

OBJECTIVE
1. Say the pledge with correct phrasing.
2. Identify the reasons we say a pledge.
3. State the meaning of words and phrases in the pledge.

SUGGESTED LENGTH OF ACTIVITY: One half hour per lesson; 1 to 2 lessons

SUGGESTED GRADE LEVEL: Can be adapted to any grade

MATERIALS: American flag, chart paper with the pledge printed on in proper phrasing (indicate with slash marks)

PROCEDURE/ACTIVITIES:

1. Say the pledge in the sing-song fashion commonly said.
2. Lead a discussion as to what the pledge means:
   a. Why do we say the pledge?
   b. Do the words have meaning? What do they mean?
   c. Are we pledging to "the flag?" If not, to what are we pledging?
3. Define: allegiance; republic for which it stands; one nation; indivisible; liberty; justice.
4. Direct students' attention to the chart with the properly-phrased pledge written on it.
5. Teach the proper way to phrase and contrast it with the sing-song method.

EVALUATION:

1. Daily recitation of pledge.
2. Sporadic questioning of the meaning of pledge.
3. Write a school or classroom pledge as a follow-up.

SUBMITTED BY: Cynthia Lalli

SCHOOL: Windsor

SCHOOL DISTRICT: Columbus Public Schools

LESSON TITLE: "One for the Money: The Constitutional Article about Who Makes the Money"

GOAL: To become more familiar with specific provisions in the Constitution, especially Article I Sections 8-10.

OBJECTIVE: The children will express the need for a uniform kind of money.

SUGGESTED LENGTH OF ACTIVITY: Length can vary, but should be explored over a period of several days

SUGGESTED GRADE LEVEL: Appropriate at any grade level with modifications

MATERIALS: Any readily available item which can be obtained in large quantities (bottle caps, blocks, paper clips, M & M's, etc.).

PROCEDURE/ACTIVITIES:

1. Begin with large quantities of three items such as those listed in the materials section above. Use these items as rewards to reinforce positive work or behavior in the class. These rewards are even more effective when used as "payment" for some job.
2. Establish goods or services which may be purchased with the money.
3. At the close of each day, eliminate one form of money after a discussion and vote. The discussion should focus on why one form of money was good or bad, convenient or inconvenient. Introduce a new money form to replace one of the three which has been eliminated, and make exchanges for the old form of currency.
4. The children will probably express the need for some safe place to store money, so the teacher can create a bank and charge fees.
5. Arrange "vacations" to another classroom which is also participating in the activities. Plan to have different money forms. Set up problems due to different forms of money in the other classroom:
   a. Student must pay to go out for recess. The student does not have the correct form of money and must make an exchange for a fee.
   b. Student wants to get a drink. Incorrect money form again involves a fee for exchanging money.

c. Trouble makers must pay fines.
d. Students must pay for entertainment or work to do.

EVALUATION:

1. The student will be able to identify specific problems which were encountered.
2. The student will be able to give reasons for the problems.
3. The students will create a solution to the problem (which hopefully will logically point to the need for a convenient and durable form of money which is accepted uniformly anywhere).

SUBMITTED BY: Steve Schack

SCHOOL: Windsor Alternative

SCHOOL DISTRICT: Columbus Public Schools

LESSON TITLE: Ohio at the Time of the Constitution

GOAL: To develop an understanding of the environment of Ohio at the end of the 17th Century.

OBJECTIVE: Use map to become aware of forest area of early Ohio. Become more familiar with animal life used by pioneers and Native Americans.

SUGGESTED LENGTH OF ACTIVITY: One hour

SUGGESTED GRADE LEVEL: Primary or Intermediate

MATERIALS: Dittos

PROCEDURE/ACTIVITIES:

1. Color map (use own color code, ie. green for forest - yellow for prairie)
2. In whatever manner teacher feels appropriate, share information below:

When the pioneers and settlers arrived in Ohio in the 1700's, they found it blanketed by forest, broken only here and there by bogs, marshes and prairies. Most of these areas were in the glaciated North and Western areas. Other openings in the forest canopy were created by storms or fires. The early farmers were eager to clear land. They cut the trees to use for building materials, to open areas for crops, and to create a security of open space.

At the time of the writing of the Constitution, most of the settlements and forts were situated along waterways, principally the Ohio River and Lake Erie.

The forested area provided much in the way of game which was used as a source of food and hides. The White-tailed Deer and Black Bear were plentiful. The buffalo, elk and beaver were gone from Ohio by this time.

A variety of fish was taken from the water. Canadian geese, duck, passenger pigeons, turkey, etc. were a major food source. The puma and wolf were a constant danger to domestic livestock.

The forest regions were of several varieties. Beech, maple, and mixed oak predominated.

Throughout the area of Ohio, a variety of groups of Native Americans made their homes. Some interactions were positive, many destructive.

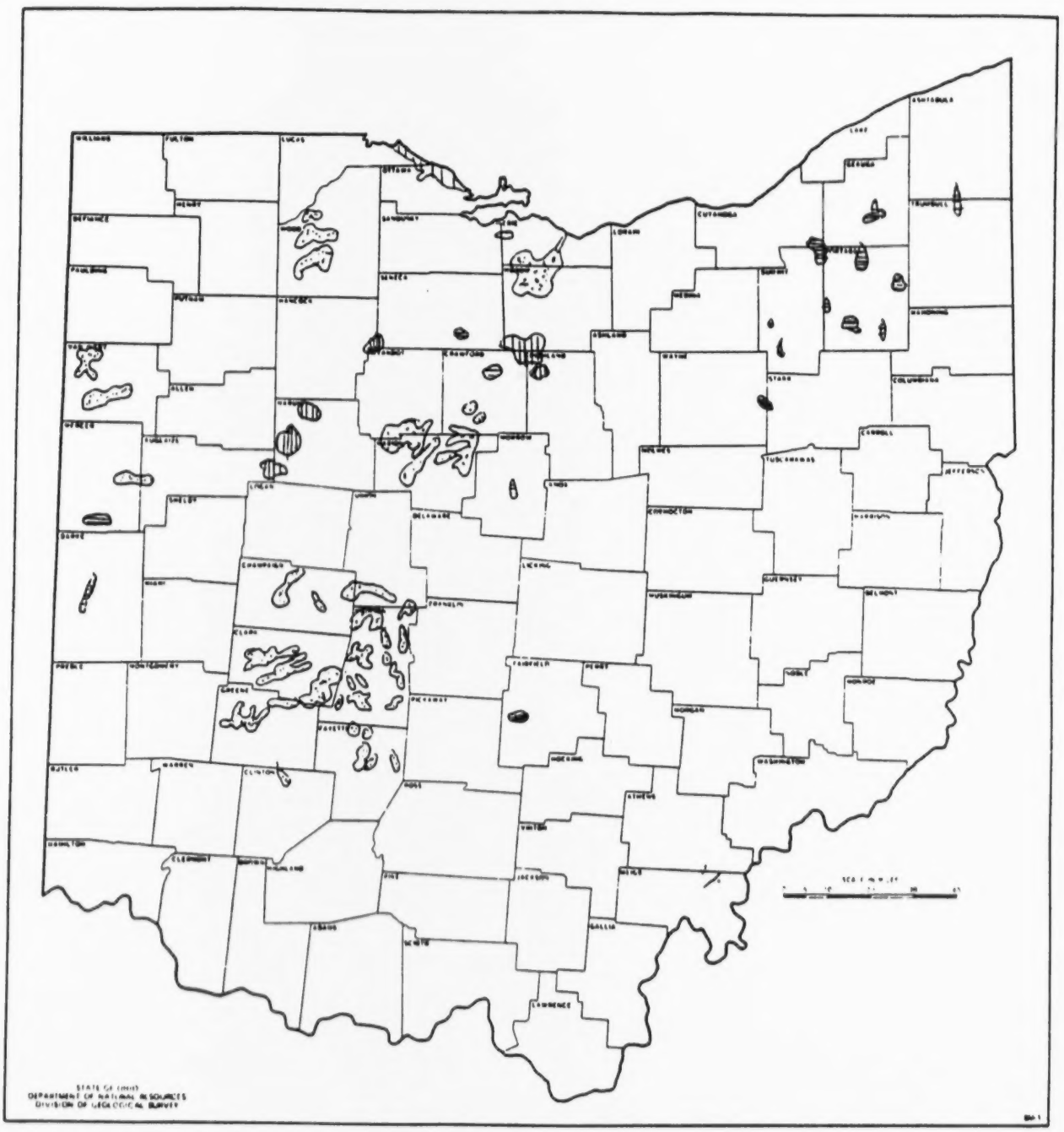
EVALUATION: Teacher assessment of activities.

SUBMITTED BY: C.T. Holcomb

SCHOOL: St. Vincent

SCHOOL DISTRICT: Columbus Public Schools

OHIO c. 1787



MIXED FOREST

SPHAGNUM PEAT BOGS

PRAIRIE GRASSLAND

AG-9

MARSHES & FENS

LESSON TITLE: Creating The American Flag

GOAL: To appreciate and understand American Symbols

OBJECTIVE: Students will make a paper chain American flag

SUGGESTED LENGTH OF ACTIVITY:

SUGGESTED GRADE LEVEL: 1 through 6

MATERIALS: red, white, and blue construction paper; glue; poster board; a wire, approximately 7 feet in length, strung along a wall.

PROCEDURE/ACTIVITIES:

Cut construction paper into strips approximately 2 inches by 8 inches. Assemble paper chains, each should have approximately 30 links. For each stripe on the flag it will take 3 chains. (13 strips x 3 = 39 chains) The chains will alternate in color exactly as the real flag. As you face the flag the blue section should be on the top left. To assemble the blue section the chains will be made 1/2 blue then 1/2 red for 3 chains and then 1/2 blue and 1/2 white for 3 chains. This pattern repeats until all necessary stripes are hung. Hang all chains on a wire approximately 7 feet high and 7 feet in width. Cut 50 stars out of white poster board approximately 3 inches in diameter. Attach the stars with paper clips, then glue them on.

EVALUATION:

SUBMITTED BY: Beverly Doyle

SCHOOL: Darbydale Elementary

SCHOOL DISTRICT: South-Western City Schools

LESSON TITLE: Writing a Class Constitution

GOAL: To develop an awareness of our country's Constitution.

OBJECTIVE: The children will understand that the Constitution is a list of laws that our country lives by.

SUGGESTED LENGTH OF ACTIVITY: 2 to 3 - 30 minute lessons

SUGGESTED GRADE LEVEL: Any grade level

MATERIALS: Chart paper and worksheet (following)

PROCEDURE/ACTIVITIES:

I revised the Preamble to fit the level of understanding for my second graders. It reads as follows: We the people of Room 202, in order to have a more perfect classroom, to learn many new things and to learn to get along with each other, have written this constitution for Room 202. I put this on chart paper.

LESSON 1 - Explain what a constitution is and go over the Preamble with the children. Discuss why rules would be important in the classroom. Have the children think of as many rules as they can and list them on chart paper.

LESSON 2 - Go over the rules listed in lesson 1n The children and/or teacher will consolidate the rules into no more than 5 basic classroom rules. These are the rules for our classroom. 1. We will pay attention and follow directions. 2. We will do our work. 3. We will be kind to others.

LESSON 3 - The children will copy the class constitution on the following worksheet. They can take them home to share with their families.

EVALUATION: The children were able to identify what a constitution is.

SUBMITTED BY: Margaret Bland

SCHOOL:

SCHOOL DISTRICT: South-Western City Schools

Name _____ The Constitution

We The People

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LESSON TITLE: What Is a Responsible American Citizen?

GOAL: To understand the meaning of the words "Responsible Citizen" and what their responsibilities are as 4th graders in our society.

OBJECTIVE: Students should be able to state a description of what it means to be responsible and what their responsibilities are as citizens. Also, they will realize that appropriate behavior plays an important part in being responsible.

SUGGESTED LENGTH OF ACTIVITY: Lengthy discussions - then 1/2 hour activities

SUGGESTED GRADE LEVEL: Any grade

MATERIALS: Use overhead to make graph - cards with role playing statements - ditto - What Do You Believe about Responsibility?

PROCEDURE/ACTIVITIES:

1. Discussion by entire class. Write on board their ideas for what "responsible" means.
2. Role play - give examples of responsible and irresponsible behavior; let them discuss why they acted a certain way.
3. Make bar graph - using words that describe what it means to be responsible. Use words like honest, polite, trusting, understanding, etc.
4. Interview people - ask questions about what it means to be a responsible person. Mark from interviews whether bar graph words were used by their people interviewed. What is their responsibility to the student? Interview parents, grandparents, friends, neighbors -do roles overlap?

EVALUATION:

Write a story about what it means to them to be responsible and what their role is as a citizen. How are they responsible people in America?

SUBMITTED BY: Nancy Tucker

SCHOOL:

SCHOOL DISTRICT:

LESSON TITLE: A Page From History

GOAL: Children will appreciate our early heritage.

OBJECTIVE: To encourage children to display pride in their heritage and knowledge of reason for laws.

SUGGESTED LENGTH OF ACTIVITY: 2 days (or 2 class periods; a.m./p.m.)

SUGGESTED GRADE LEVEL: K-5

MATERIALS: Paper, tea bags, hot water, pencils or pens

PROCEDURE/ACTIVITIES:

Following our study of the Boston Tea Party (reasons for it and consequences of it) the children created paper that looks like old parchment! Carefully fill a bowl with hot water and 2-3 tea bags. Remove the bags after five minutes. Place a sheet of plain white bond paper in the bowl. Let it soak for 15 mintues. Remove the paper and hang it up to dry.

The second day the children can use their best handwriting to copy a poem, song or story about our heritage on the "antique" paper.

EVALUATION:

Check handwriting, legibility and spacing.
Check understanding for meaning of poem or story they wrote.

SUBMITTED BY:

SCHOOL:

SCHOOL DISTRICT:

LESSON TITLE: Human Fact Activity (Each One Teach One)

GOAL: To provide participants with an overview of concepts and facts as the unit is being introduced; to provide specific information.

OBJECTIVE: To provide a means for participants to learn about each other.

SUGGESTED LENGTH OF ACTIVITY: 25 minutes

SUGGESTED GRADE LEVEL: 4th grade at the end of the school year, otherwise, grades 5 through 12.

MATERIALS: Sufficient 3 x 5 cards for participants (1 card per person). Two sets of information are included. Select those you wish to include. Paste one fact on each card.

PROCEDURE/ACTIVITIES:

1. Hand out one 3 x 5 card to each person in class.
2. Tell the participants that they are going to be given an unusual test - they, in fact, will be the test items themselves.
3. Each participant spends a few minutes familiarizing himself/herself with the information or tasks on his/her card.
4. Each person has ten minutes to transfer his/her knowledge verbally to as many other participants as possible and listen to learn from other participants. The teacher should circulate around the room to help clarify facts or teach a fact as an example.
5. Debrief the activity by asking a series of questions such as: What did you learn about the Constitution, Courts, your rights? (See following sheets for further questions.)

EVALUATION: This is a fun, fascinating introduction to some surprises in the Constitution. Students move around the classroom sharing their information. They will remember "their" fact because it will be repeated so often. The experience will create a realization of what The Constitution is all about.

SUBMITTED BY: Peg Will, Newspaper in Education
The Columbus Dispatch

SCHOOL:

SCHOOL DISTRICT:

HUMAN FACT ACTIVITY

(Based on the Bill of Rights and Supreme Court Interpretations)

A jury must consist of six people or more.

Usually a juvenile does not have the right to bail.

In Illinois, to find a person guilty of a crime, the entire jury must agree that he/she is guilty.

Before 1963, a poor person accused of a crime would probably have to represent him/herself in court.

From 1900-1967, a juvenile did not have the right to a lawyer in court.

The Supreme Court does not decide whether a person is guilty or innocent in cases on appeal.

A man accused of a crime has the right to hear the witnesses against him.

The courts may not take a man's life without due process of law.

Most states today allow the death penalty to be used as punishment.

States have the right to regulate gun ownership.

The Supreme Court agreed that some children do not have to go to school after 8th grade because it is against their religion.

If a police officer stops you on the street because he suspects you of a crime, he does not have to read you your rights.

A person does not have to testify against himself in court.

Under our laws, a person can not say anything he/she wants even though we have freedom of speech.

The police do not always need a search warrant to search a house.

It is possible for a juvenile to be tried in an adult court.

Decisions of the Supreme Court usually can be found in the newspaper on Tuesday of every week from October through June.

HUMAN FACT ACTIVITY

(Based on the Bill of Rights and Supreme Court Interpretations)

The U.S. Constitution adopted in 1787 did not have a Bill of Rights.

The Supreme Court has the power to decide whether actions of the President and Congress are legal (Judicial Review).

There are 9 Supreme Court Justices (judges) who decide cases by a majority vote.

A law to punish a person for something that was not against the law when he did it is called ex post facto law.

The Supreme Court deals with "issues of law."

The Supreme Court is the highest Court in the United States.

The Judicial Branch of government is headed by the Chief Justice.

The Chief Justice of the Supreme Court is William Rehnquist.

To become a Supreme Court Justice you must be appointed by the President and approved by the Senate.

A Supreme Court Justice has a lifetime term of office.

Sandra Day O'Connor is the first woman Supreme Court Justice.

There are 3 major types of Federal Courts- Supreme Court, Court of Appeals, and District Courts.

An order making a police officer show that a man is in jail for good reason is called a Writ of Habeas Corpus.

John Jay was the first Chief Justice of the Supreme Court.

The Chief Justice who did the most to increase the power of the Supreme Court was the Chief Justice John Marshall.

The Supreme Court selects most of the cases it wants to hear from those that have been sent on appeal.

The Judicial Branch of government is described in Article III of the Constitution.

We the People

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Introduction to NEA Units S-53

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(Lesson plans and activities)

About Our Constitution 4-6
(Lesson plans and activities)

THE ANT LESSON

TOPIC: Identifying sources of authority

OBJECTIVE: Students will be able to identify three positions of authority and their sources.

MATERIALS: "Authority" handout, "Where Does My Authority Come From?" worksheet, "Where Does My Authority Come From?" transparency, pencils

PROCEDURE:

1. Give students the "Authority" handout and go over the sources with them.

2. Hand out the "Where Does My Authority Come From?" worksheet, read the directions, and give the students time to complete it.

   a. Using an overhead projector, display the "Where Does My Authority Come From?" transparency.
   b. Ask the students where their lines connected.
   c. Did any of the "Positions" match with more than one "Source?" Why?

3. Discuss the quote, "As long as there are rules someone must enforce those rules."

   a. Guide the students to the idea that those who enforce rules, or guide behavior, are authority figures.

4. Have students roleplay a person in authority and the person to whom the authority is being applied. Have the other students evaluate and rate the way the person handles authority. Have them explain the reason for their rating. Discuss how the class prefers people to exercise their authority. Then have the students reverse their roles. Ask the participants:

   a. How did you feel in each role?
   b. How did you attempt to get the other person to obey your authority?
   c. After this role play, would you want to be a person in authority?
   d. Does a person in authority have certain responsibilities in the way he/she uses authority?

NOTE: This is available, along with many kits, books and other teaching materials, from the Law-Related Education Office of the Franklin County Juvenile Court, Watkins School, 1486 Watkins Rd., Columbus, Ohio, 43207.

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(303) 441-3805

AUTHORITY (ə.'thär.ət-ē) POWER TO INFLUENCE OR COMMAND THOUGHT, OPINION OR BEHAVIOR.

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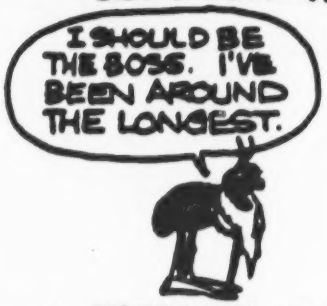
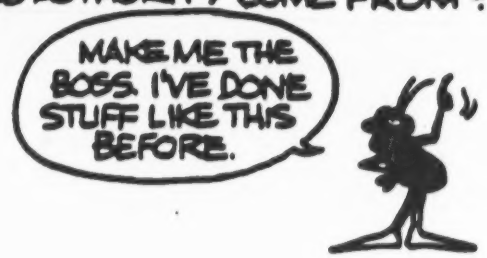
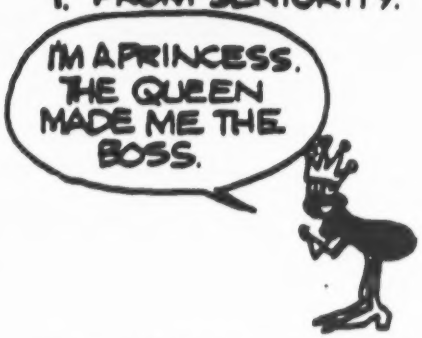
QUESTION: WHERE DOES AUTHORITY COME FROM?



1. FROM SENIORITY.



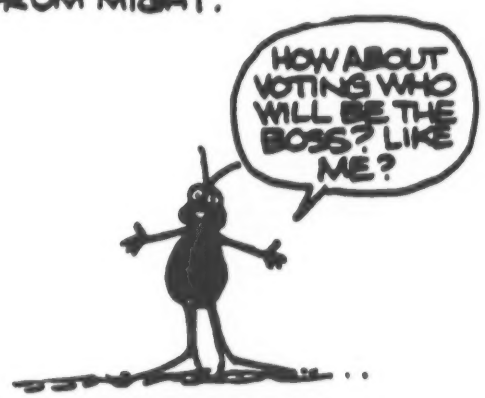
2. FROM EXPERIENCE.



3. FROM HIGHER AUTHORITY.

4. FROM MIGHT.

5. FROM SPECIAL KNOWLEDGE AND ABILITY.



6. FROM A VOTE OF THOSE TO BE BOSSED AROUND.

S-2

Where Does My Authority Come From?

DIRECTIONS: Draw a line from the Positions of Authority to the Sources of Authority that they relate to.

Positions of Authority	Sources of Authority
Your babysitter	(1) Seniority
Your parents	(2) Experience
Your class president	(3) Higher authority
Your Minister, Priest, or Rabbi	(4) Might
Your teacher	(5) Special knowledge and ability
A playground bully	(6) Vote
The school custodian	
A classroon helper	

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Start With A Game

Show your kids that rules are necessary. Explain to the class that everyone is going to play a game. Divide the class into two groups and ask the groups to line up on opposite sides of the room. Then give each team a small flag and tell them to begin the game. As the children discover that they don't know how to play (they need rules), give them various commands to follow, such as:

1. Pass the flag behind your back to the next person.
2. Skip to the front of the line to pass the flag.
3. Hum a song while you pass the flag.
4. Spin around before you pass the flag to the next person.

Let them begin to play, then tell them to start over as you give each new command. When they see that the game is going nowhere, help them understand the necessity of rules. People make rules to help them get along together and to be safe.

A Class Constitution

Ask the children about rules they must follow at home (coming home on time, not riding bikes in the street, asking permission to play with a toy, etc.). After discussing these rules, ask the group to brainstorm ideas for classroom rules. Remind the class that these are rules to be followed during the entire school year. Write the rules on the chalk board.

The following day, discuss the list of ideas again and make necessary changes. Rules must be simple, easy to follow, and fair to all. Next, vote on each rule idea. If a majority agree, the idea becomes a rule. You may want to extend the lesson to include penalties for broken rules. Tell your class that their set of rules is called a constitution.

Finally, cut out or copy the "We the People" banner on the following page for the top of your constitution, then copy the final document on a large piece of tagboard..."We the People of Class 102...." Explain that each student must sign the constitution as a symbol of his/her promise to follow the rules. Make a celebration of the signing by using a quill pen and ink. For youngest children, simply tape a feather to a pen or pencil. Take photos of the signing ceremony and display them with your Classroom Constitution.

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Ideas for the Primary Classroom

On September 17, America celebrates the bicentennial of the signing of our Constitution. The huge task undertaken by the framers of the Constitution during that famous summer in 1787 may be a difficult concept for young children to grasp. But you can help them understand the basic ideas behind the Constitution by helping them to write a simple classroom constitution, setting up rules and guidelines for the school year. Throughout this unit you'll find many ideas and activities to stimulate thinking and some hands-on projects to make this important celebration more tangible.

For a sense of history, try the activities based on Philadelphia of 1787— interesting facts for creating a bulletin board, reproducibles for building a model city, a script for a walking tour of your miniature Philadelphia, and hands-on activities from 1787. You may also wish to include some of the activities from the "Colonial Kids" unit (Nov/Dec, 1986 issue), such as the quill pen and nut ink, classroom quilting, graph sampler, and colonial stencil art. All of these activities will help to give your students a sense of this important period in American history.

Independence Hall

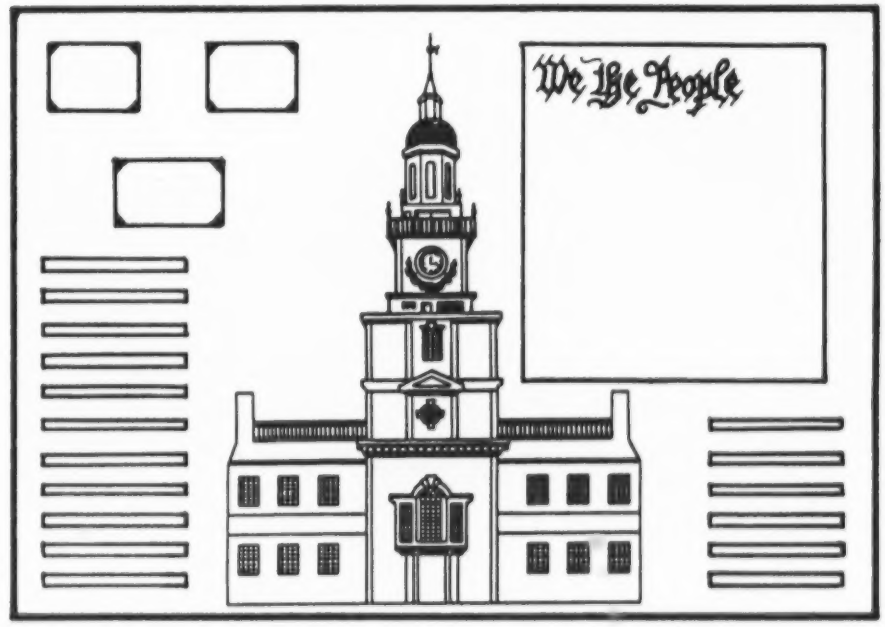
The building shown here is Independence Hall in Philadelphia. The Declaration of Independence and the Constitution were signed there. The State House, as it was originally called, did not have the tall steeple during the Constitutional Convention. The steeple was added in 1828, but the National Landmark as it stands today is appropriate for your use. Some children may have visited this famous building. Use an overhead projector to enlarge the drawing and use the tracing as the focal point of a bulletin board of constitution facts. Also make a same-size copy of the building for your model city (see page 6). Mount it on tagboard and glue it to a standard-sized tissue box, then place it on Walnut Street. It's part of the walking tour! There's so much to do... read on and enjoy the experience of watching your class learn how a constitution can work for them!

Convention Facts

As part of your Constitution activities, you may want to introduce a few interesting facts about the convention. Your class can learn one new fact each day, beginning September 1 and ending September 17, the day the Constitution was signed. Each day choose one child to read the convention fact, then write it on a strip of paper and post it on the bulletin board with Independence Hall.

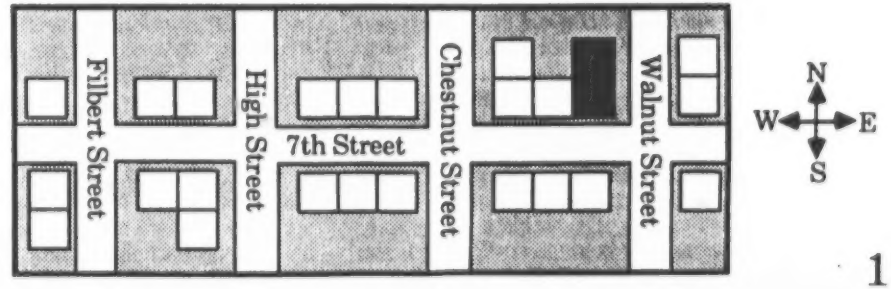
1. The convention began on May 25, 1787. It lasted the whole summer.
2. The 55 delegates met at Independence Hall in Philadelphia, Pennsylvania.
3. There were thirteen states in 1787. Only twelve states sent men to the convention.
4. Rhode Island, the smallest state, did not send any delegates.
5. Pennsylvania sent the most men to the convention— eight.
6. New Hampshire sent the fewest men to the convention— two.
7. George Washington led the meetings. He was the most admired American. He is called the "Father of Our Country."
8. Although George Washington made only one speech at the convention, he was respected so much that a smile or a frown from him could lead to a decision.
9. James Madison is called the "Father of Our Constitution." He studied very hard and knew the most about what the Constitution should be.
10. Benjamin Franklin was the oldest member. He was 81 years old. Mr. Franklin held a party at his home for the delegates before the convention began.
11. Luther Martin of Maryland loved to hear himself make speeches. He was so boring that Benjamin Franklin went to sleep during Martin's speeches and James Madison didn't bother to write down what he said.
12. Jonathan Dayton was the youngest delegate. He was 27 years old.
13. All of the meetings were held in secret. Doors were locked and windows were nailed shut so no one could hear what was being said.
14. Straw was spread over the streets outside Independence Hall so that the noise of wagons and horses would not disturb the important men working inside.
15. Gouverneur Morris actually "wrote" the Constitution. It was written by hand. There were no typewriters in 1787.
16. Thirty-nine men signed the Constitution on September 17, 1787.
17. The Constitution was the first of its kind in history, and it has worked for two hundred years. Happy Birthday, Constitution!

S-5



Philadelphia in 1787

Color, cut, and paste! That's all you need to do to create a tabletop model of old Philadelphia. See directions on page 6 for using reproducibles to create buildings and shops to line the city streets. Set them up on a table and discuss the buildings, streets, occupations, and daily activities of the citizens while the children manipulate the houses and people into different locations. Tape kraft paper strips to the table for the cobblestone streets and brick sidewalks. Label streets as shown in the diagram below. Practice map skills by giving directions and having children move figures to various points in the city. Children will also have fun role-playing the jobs of Philadelphia citizens. Then get set for your walking tour! (Script on page 6.)



Create the Shops

This is a color, cut, and paste activity. Ask each child to bring a tissue box from home. The cubic "boutique" size works best, but the standard-sized box may be cut down to fit. You'll need to reproduce enough house and occupation reproducibles so that each child has one house (1/2 page) and one occupation (1/4 page), which holds the sign, door, window, and figure for one house. Reproduce them on tagboard or mount paper reproducibles on tagboard. Have the children color and cut out the signs, windows, doors, figures, and houses (do not color inside dotted lines). Paste the signs, windows, and doors on the houses. Glue houses to tissue box. Fold figures on dotted lines and stand them in front of the houses.

S-6

Build the City

The houses are placed anywhere along the tabletop streets, side by side, with no space in between and right next to the sidewalk. Place the figures, street lamps, etc., anywhere along the streets.

The drawing of Independence Hall on page 3 can be attached to a large, long tissue box for your city. Reproduce it on two pieces of tagboard, cutting at the steeple as marked. Color with crayons or markers. Independence Hall is a red brick building with white trim; the steeple is white and has a gray dome roof. It belongs on Walnut Street as shown on the map.

A "Walking Tour"

Chat with the children about Philadelphia as they play with the buildings and figures. The following script will help you describe the sights as the children tour Philadelphia in 1787:

Philadelphia is the largest, most handsome city in America in 1787. Houses are built side by side on straight streets paved with cobblestones about the size of an orange. The sidewalks are made of brick. Although chickens, pigs, and an occasional cow roam the streets, people marvel at how clean the city is. There are paid street cleaners to sweep the sidewalks.

At Seventh and Filbert Streets there are lots of narrow houses that have shops on the first floor. The shopkeeper and his family live upstairs over the store. The houses are made of brick or wood and have slate roofs. There are no front yards. Some houses have two facing benches on a small porch. The cellar (basement) stairs are covered with a sloping door. Coal or wood for the fireplace is carried down the stairs.

Walking toward High Street, we see hitching posts set along the sidewalk, to tie horses and to keep wagons and carriages off the sidewalk. On each block are three street lamps which burn whale oil. Lamplighters come along every night to light them with a long torch. Night watchmen walk the streets at night to look out for fires. Each carries a lantern and a big wooden rattle. *(Three o'clock and all's well!)* If the watchman sees a fire, he uses the rattle to wake everyone up.

Fire is the biggest problem in Philadelphia. Look ahead to Chestnut Street! There's a fire engine. Firemen pull it down the street to the fire. Neighbors form a "bucket brigade" at the public pump and pour the water into the fire engine. As many as twenty men pump the water from the engine through a leather hose. It's hard work, but it's the best way to put out a fire.

Look to the left down Walnut Street. That big building is the Old State House, now called Independence Hall. The Declaration of Independence was signed there. The smartest men in the country are meeting there now to make a plan for the country. We don't know what they're saying; everything is secret. We hope they'll tell us soon.

Shopkeepers

There were no grocery stores or shopping centers in Philadelphia. Instead, there were many small shops. Not all of the occupations below are illustrated as buildings, but you may want to talk about them with the children. The shop windows display some of the wares shopkeepers made and sold in 1787.

Silversmith: A person who makes forks, spoons, pitchers, plates, etc. The silversmith pours melted silver or pewter into wooden molds and lets it set until it hardens.

Chandler: A person who makes candles. There are no electric lights in Philadelphia. The chandler also sells whale oil for oil lamps.

Tanner: A person who dries cowhides to make leather for aprons, pants, or buckets.

Cobbler: A person who makes leather or silk into shoes or party slippers.

Printer: A person who prints paper into books, newpapers, or stationery. Ben Franklin is a retired printer.

Cutler: A person who makes cutlery such as knives, scissors, or swords.

Apothecary: A store that sells medicines and herbs to help people feel better when they're sick.

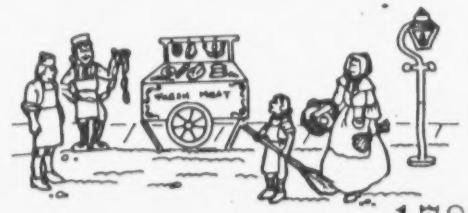
Baker: A person who makes and sells bread and rolls. He also sells flour to people who want to make their own bread.

Dressmaker: A person who sews dresses for girls and women. Everything is made to order.

Milliner: A person who designs and makes hats.

Cooper: A person who makes barrels. Everything from flour to pickles is stored in barrels.

Butcher: A person who cures hams or cuts beef and chickens. Shoppers put their purchases into baskets to carry home. Nothing is wrapped in paper, which is very expensive.

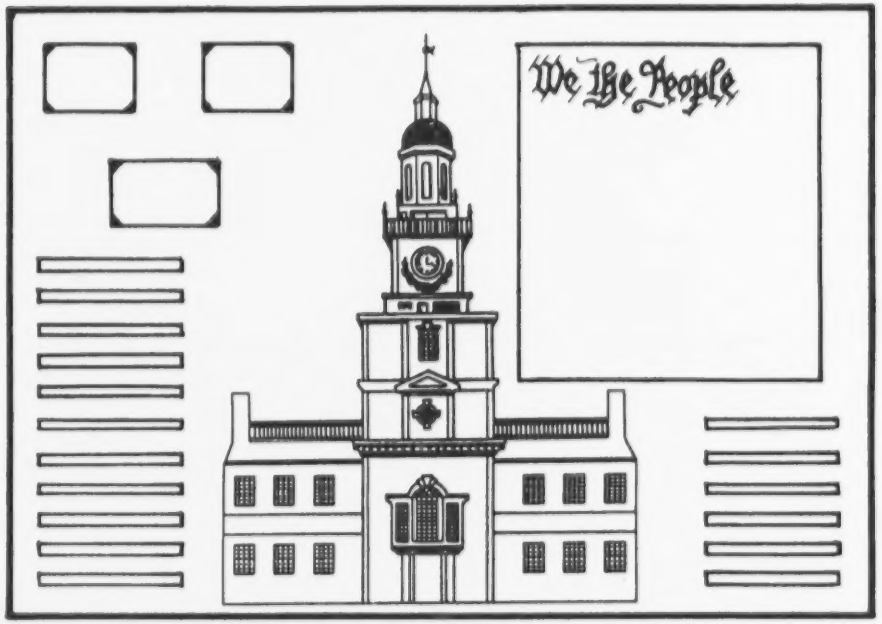


Convention Facts

As part of your Constitution activities, you may want to introduce a few interesting facts about the convention. Your class can learn one new fact each day, beginning September 1 and ending September 17, the day the Constitution was signed. Each day choose one child to read the convention fact, then write it on a strip of paper and post it on the bulletin board with Independence Hall.

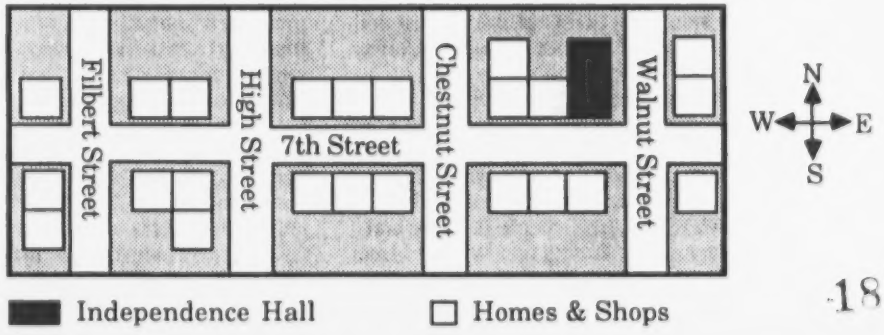
1. The convention began on May 25, 1787. It lasted the whole summer.
2. The 55 delegates met at Independence Hall in Philadelphia, Pennsylvania.
3. There were thirteen states in 1787. Only twelve states sent men to the convention.
4. Rhode Island, the smallest state, did not send any delegates.
5. Pennsylvania sent the most men to the convention— eight.
6. New Hampshire sent the fewest men to the convention— two.
7. George Washington led the meetings. He was the most admired American. He is called the "Father of Our Country."
8. Although George Washington made only one speech at the convention, he was respected so much that a smile or a frown from him could lead to a decision.
9. James Madison is called the "Father of Our Constitution." He studied very hard and knew the most about what the Constitution should be.
10. Benjamin Franklin was the oldest member. He was 81 years old. Mr. Franklin held a party at his home for the delegates before the convention began.
11. Luther Martin of Maryland loved to hear himself make speeches. He was so boring that Benjamin Franklin went to sleep during Martin's speeches and James Madison didn't bother to write down what he said.
12. Jonathan Dayton was the youngest delegate. He was 27 years old.
13. All of the meetings were held in secret. Doors were locked and windows were nailed shut so no one could hear what was being said.
14. Straw was spread over the streets outside Independence Hall so that the noise of wagons and horses would not disturb the important men working inside.
15. Gouverneur Morris actually "wrote" the Constitution. It was written by hand. There were no typewriters in 1787.
16. Thirty-nine men signed the Constitution on September 17, 1787.
17. The Constitution was the first of its kind in history, and it has worked for two hundred years. Happy Birthday, Constitution!

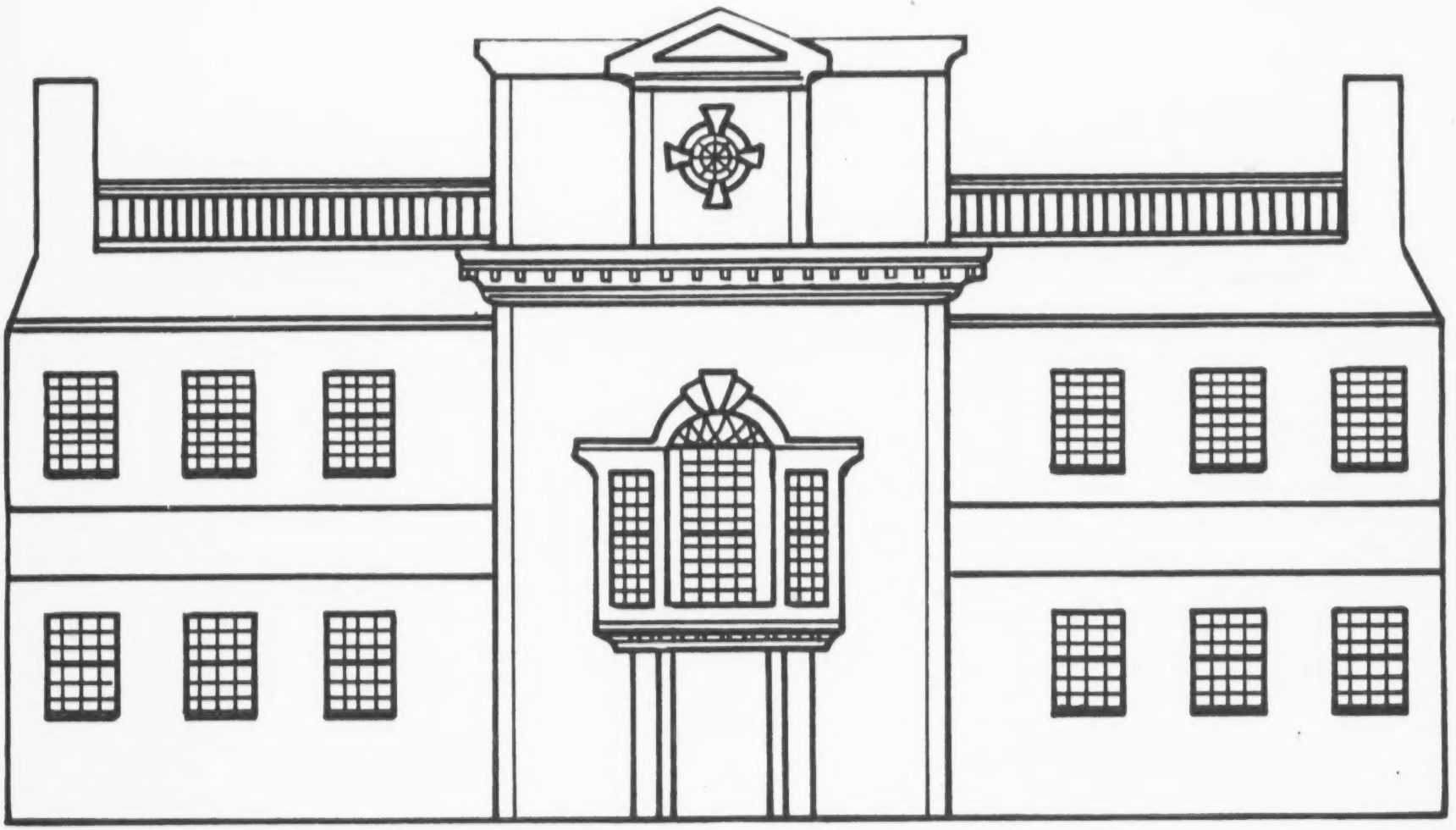
S-7



Philadelphia in 1787

Color, cut, and paste! That's all you need to do to create a tabletop model of old Philadelphia. See directions on page 6 for using reproducibles to create buildings and shops to line the city streets. Set them up on a table and discuss the buildings, streets, occupations, and daily activities of the citizens while the children manipulate the houses and people into different locations. Tape kraft paper strips to the table for the cobblestone streets and brick sidewalks. Label streets as shown in the diagram below. Practice map skills by giving directions and having children move figures to various points in the city. Children will also have fun role-playing the jobs of Philadelphia citizens. Then get set for your walking tour! (Script on page 6.)





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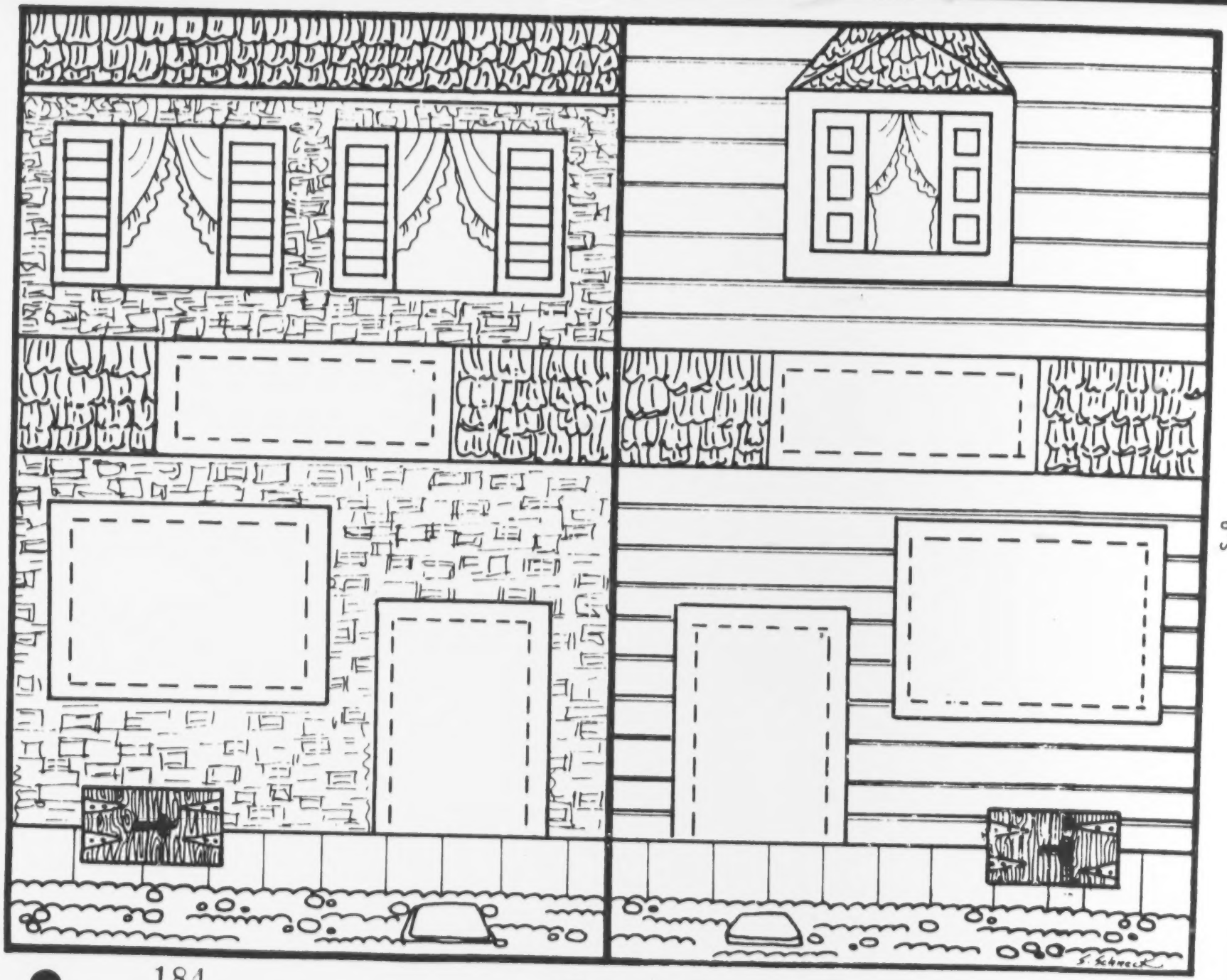

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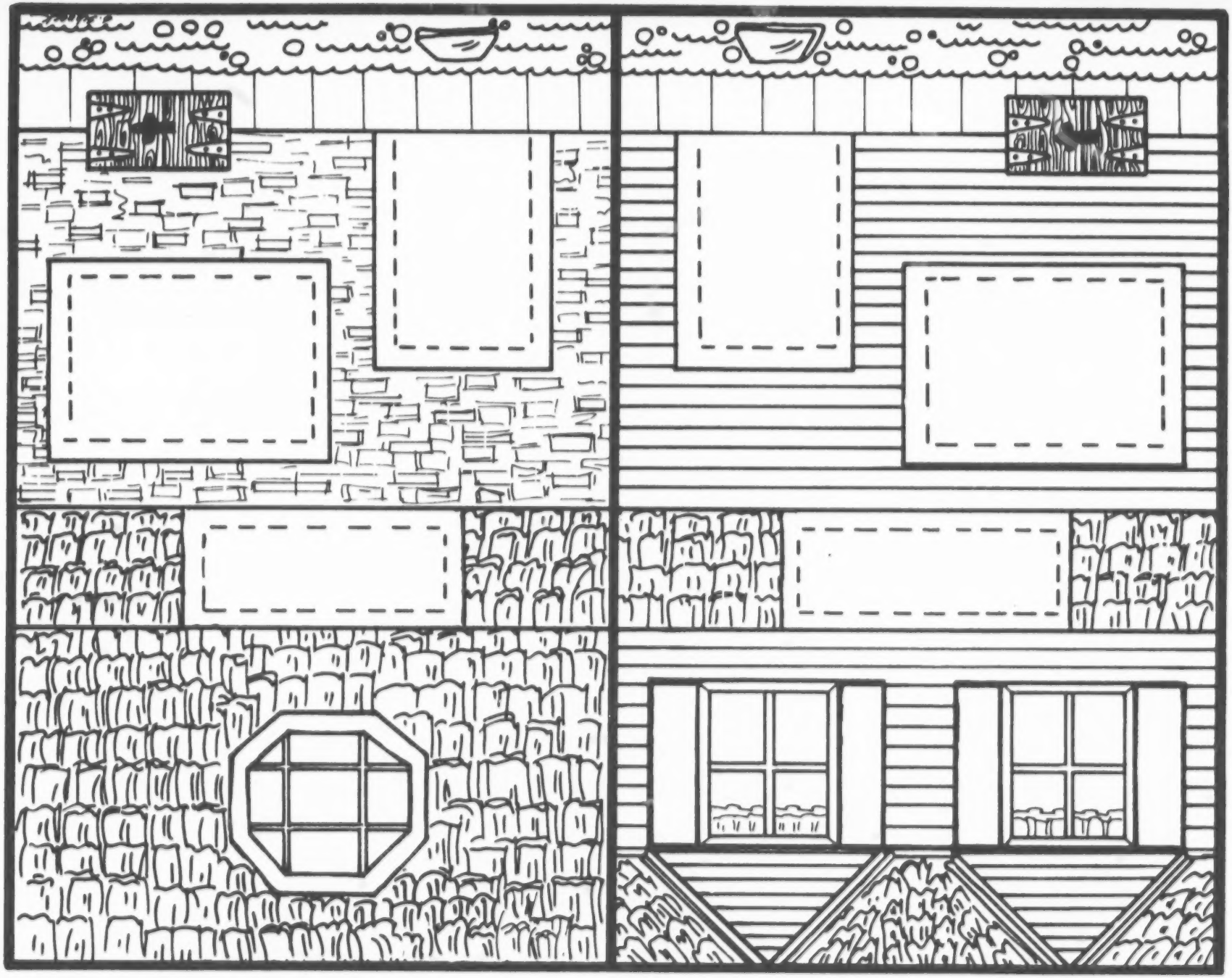
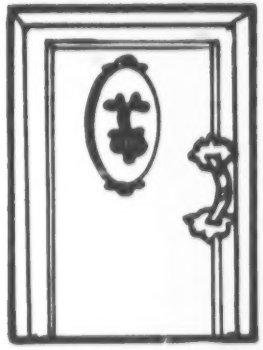
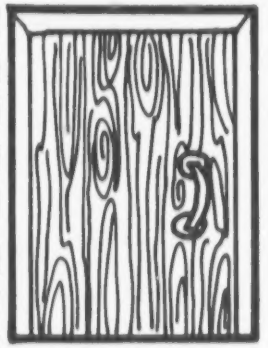


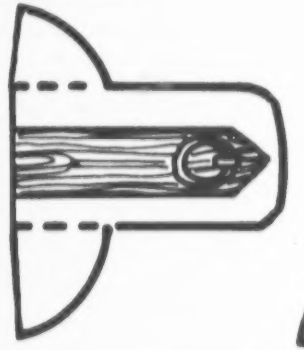
S-10

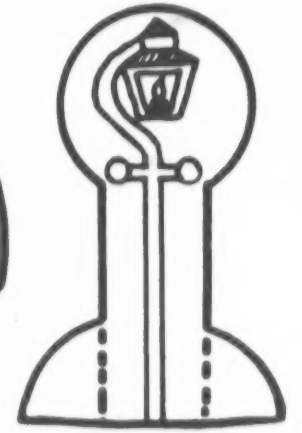
Silversmith



Chandler

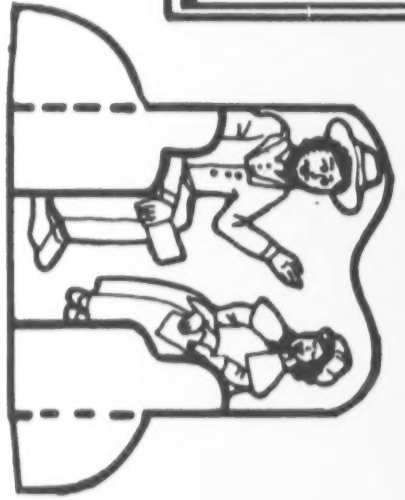


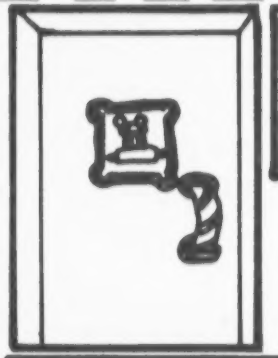




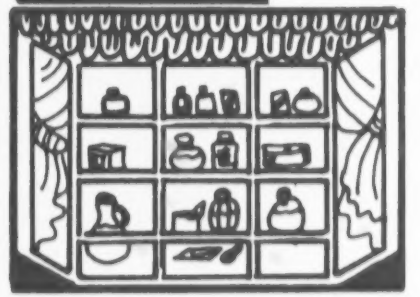
S-11

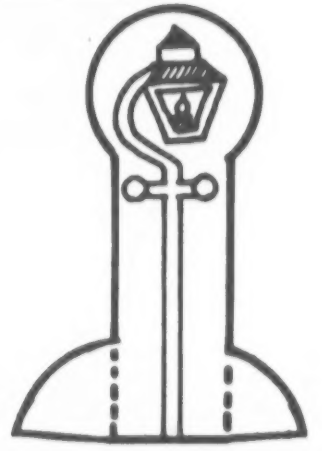
Printer

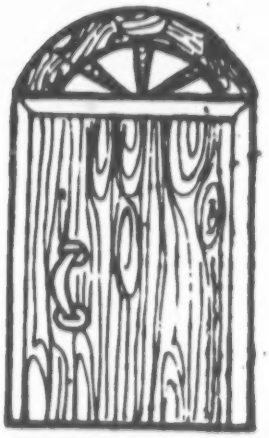


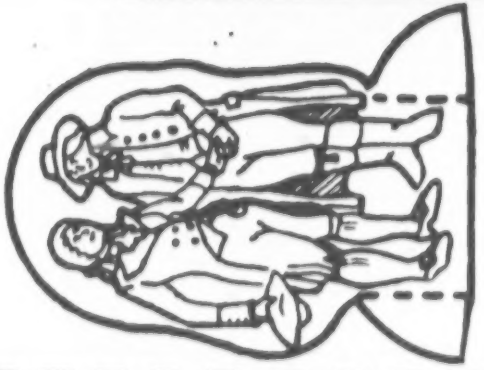


Apothecary









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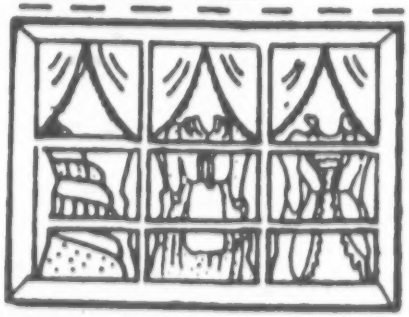
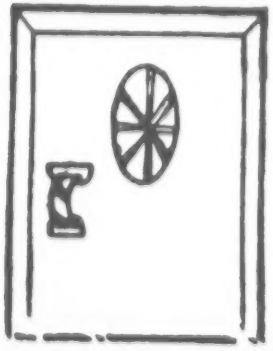
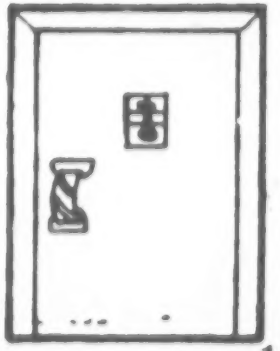


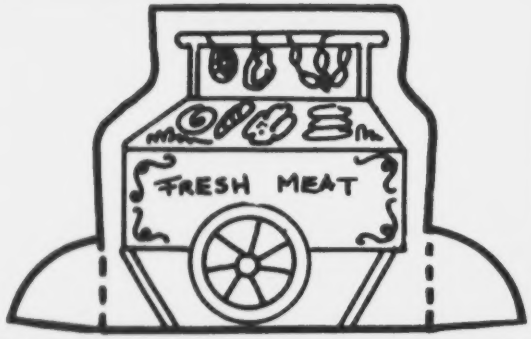




REPRODUCIBLE PIECES: Make thermal master. Mount on tagboard.

Butcher

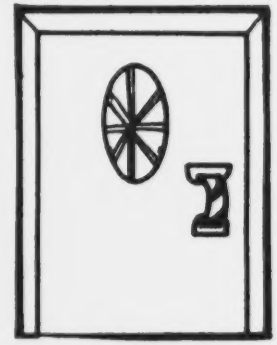
Cobbler



Baker

Dressmaker

192



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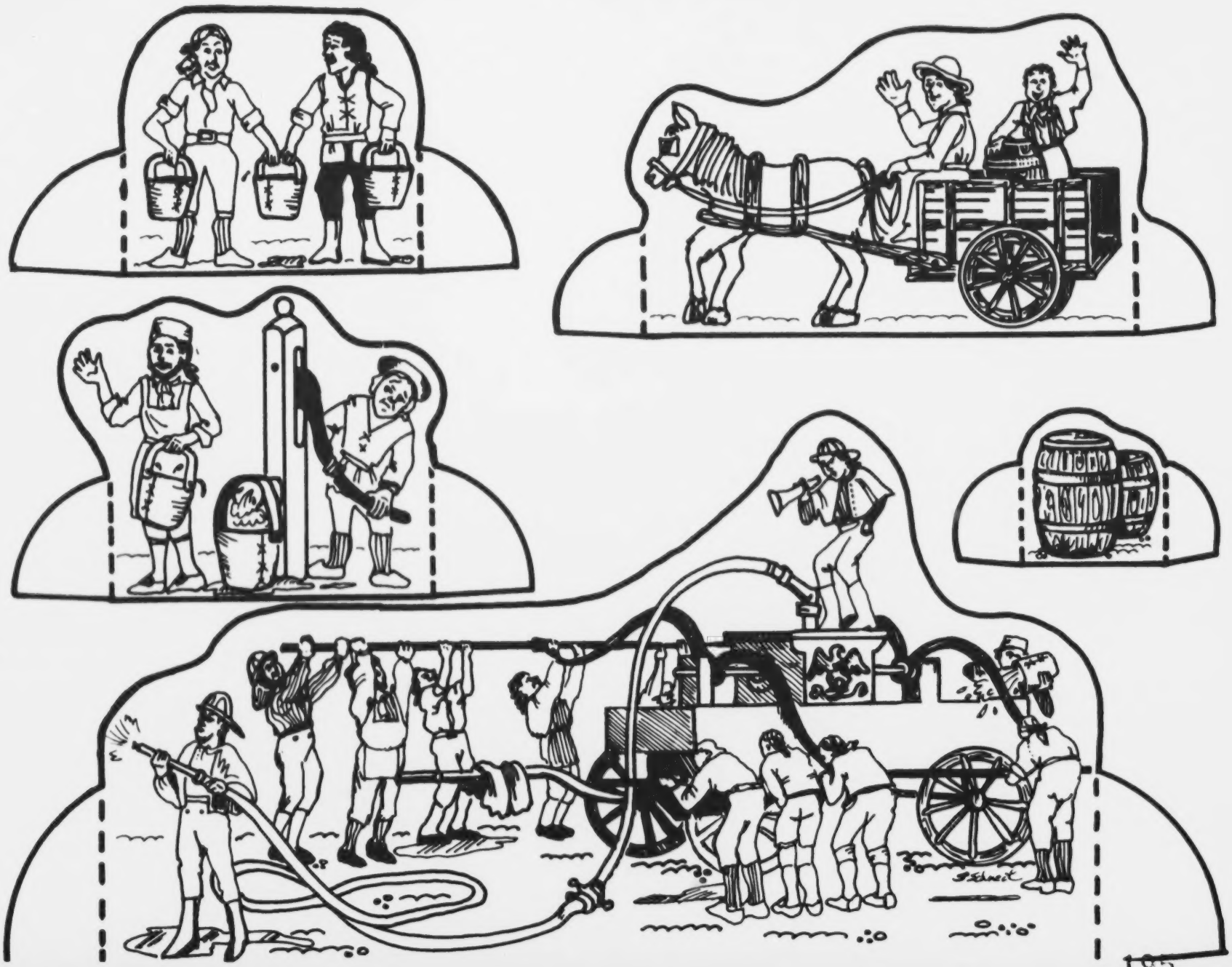
S-13



S-14

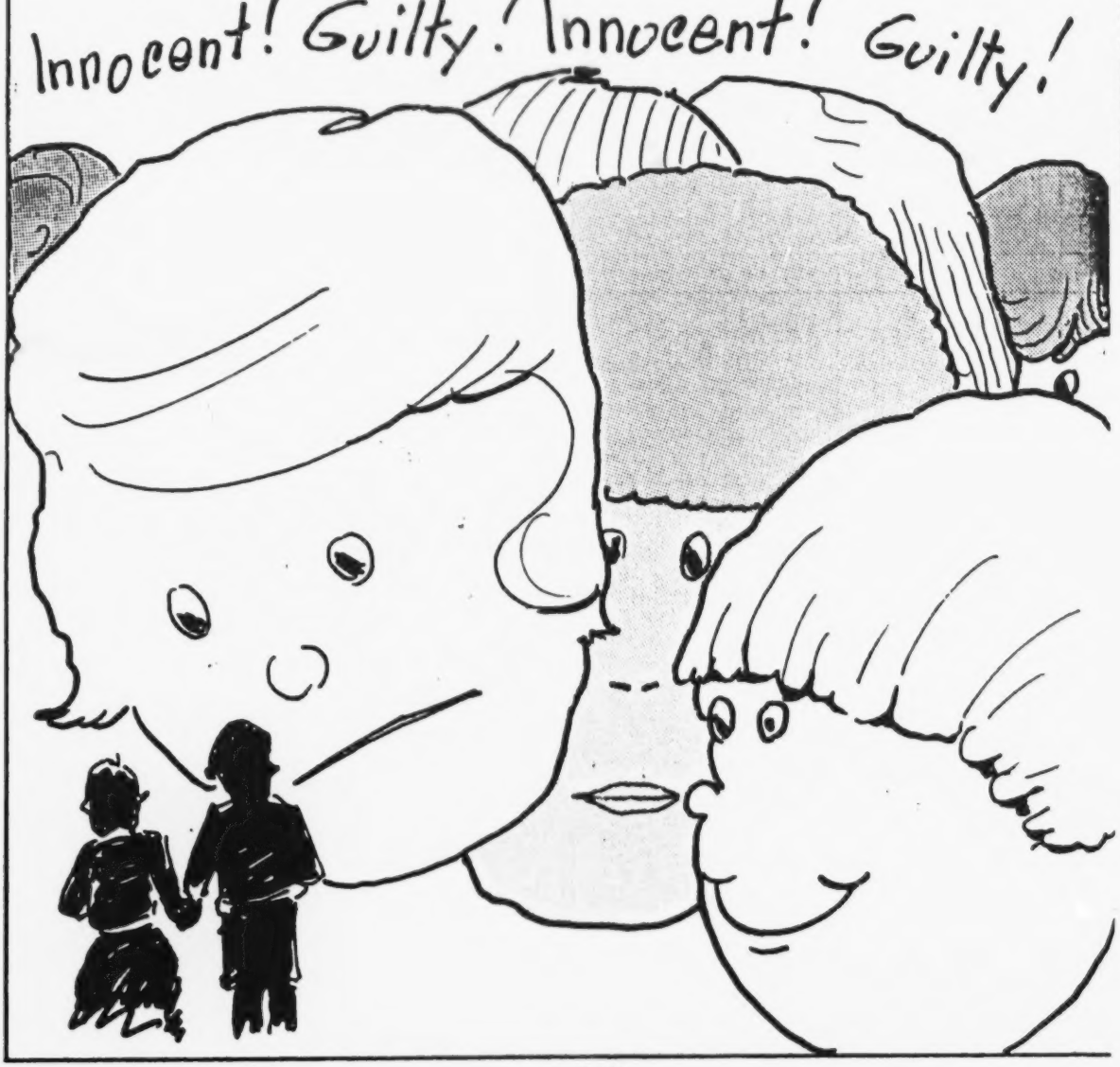
HANSEL AND GRETEL

INNOCENTS ABROAD OR PARTNERS IN CRIME?

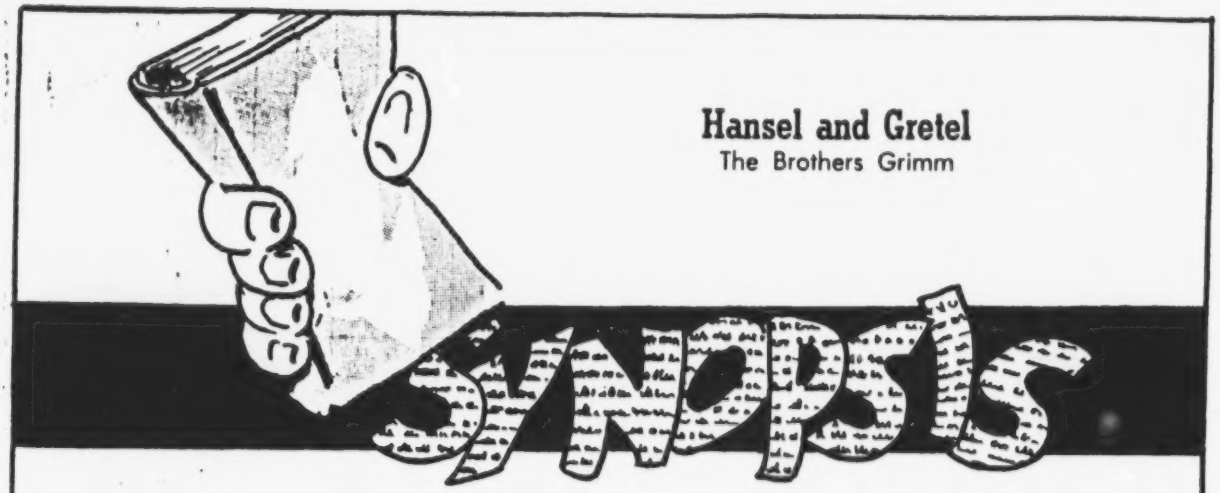
Beth A. Marburger Hilliard City Schools

Lesson Plan: The Trial of Hansel and Gretel

Objective: To determine the guilt or innocence of Hansel and Gretel through a hearing of witnesses.



From: Fact, Fantasy and Folklore
Greta B. Lipson and Baxter Morrison
A Good Apple Publication



Hansel and Gretel

The Brothers Grimm

Hansel and Gretel lived in a modest little house in the woods with their kind father and not very nice stepmother. The times were very bad, and the family was so poor they could barely manage from day to day. The stepmother suggested that the children be abandoned in the woods so that there would be fewer mouths to feed. The distraught father agreed to the plan, and after several attempts, the children were left alone to fend for themselves in the forest. Hansel and Gretel encountered a wonderful house made of candy and cake owned by a witch. They accepted the witch's invitation of hospitality and found to their dismay that they were captives in a dangerous situation. While Hansel was imprisoned in a cage, Gretel managed, through trickery, to push the old woman into the hearth oven, where she burned to death. Free of their captor, the children filled their pockets with the witch's jewels. They hurried home to their lonely father and all lived happily ever after in newly found prosperity.

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BACKGROUND CLUES for the Teacher

There is the possibility that Hansel and Gretel may have been a couple of malevolent children who victimized a poor old woman. We have only their word about the events that occurred. We do not know enough about the character of these deprived children who may, in their struggle for survival, have been less than humane toward others. The charge that the old woman was a witch may also have been the unkind judgment of people in the town who maligned this lonely old woman because she was unconventional in her appearance and deviant in her manner. Historically, people have been defenseless in the face of such accusations.

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Directions to the Teacher

1. We are going to re-examine a case that has been accepted for over 160 years. It was presented originally as an entertaining story but never examined closely enough.

2. Two children abused by their parents were turned out into the woods to fend for themselves. They encountered an old woman whose name was Mrs. Salem. We call her that because it has not been established that she was a witch. Let the pupils reconstruct the story at this point. There will be variations in their recollection.

3. Ask if anyone recalls the ending. There may be several versions — but what happens to Mrs. Salem's jewels is significant. If no one remembers the ending, read this ending from Grimm:

> As they had nothing more to fear, they went into the witch's house, and in every corner they found chests full of pearls and precious stones. "These are better than pebbles," said Hansel, as he filled his pockets. Gretel said, "I must take something home with me, too." Gretel shook her apron and scattered pearls and precious stones all over the floor, and Hansel added handful after handful out of his pockets. So all their troubles came to an end, and they lived together as happily as possible.

4. Elicit from the group what crime or crimes were committed in the story. List these on the chalkboard. (Murder, theft, destruction of personal property, etc.).

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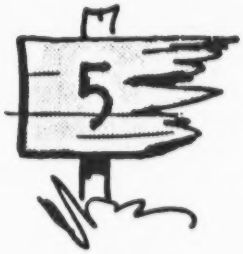
Directions to the Teacher (continued)



5. With the introduction of new evidence, we are going to have a hearing to decide whether the children were guilty or innocent of these crimes. The entire class will be the jury and ask questions of four character witnesses (two for Mrs. Salem and two for Hansel and Gretel). The class will then, individually, write out a verdict of guilty or not guilty and support that position.

6. Ask the class who among them feels strongly that Hansel and Gretel were **innocent** and **did not** commit a crime. Select two witnesses from these volunteers: **Emphasize privately to these witnesses their bias against Mrs. Salem!**

a. a personal friend of the children
b. a relative of the children

7. Ask again who feels strongly that Hansel and Gretel **were guilty** of a crime. Select two witnesses from these volunteers. **Emphasize privately to these witnesses their bias against the two children!**

a. a good neighbor of Mrs. Salem
b. a woodsman friend of Mrs. Salem

8. The hearing is in session. Give the new evidence to the Town Crier to be read to the group. Questions will then be directed to the witnesses. Witnesses **will not** simply answer yes or no — they will instead develop their responses to questions.

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Greta B. Lipson and Baxter Morrison
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To Be Read By
The Town Crier

Town Crier Role

Hear Ye, Hear Ye, Hear Ye, NEW EVIDENCE! A NEW ACCOUNT AT THE SCENE OF THE CRIME WHICH JUST CAME TO PUBLIC ATTENTION!

The police arrived on the scene and discovered the old lady, Mrs. Salem, burned to a crisp in her own large hearth oven.

When the police had decently removed her remains, they questioned the children, Hansel and Gretel, who were smiling and were not visibly upset. They seemed to show no regret or sorrow.

Hansel said the old lady threatened him with a kettle of boiling water just because he threw her cat into the well. Little Gretel said the old lady fussed just because they broke her broom in two. And she said she would lock up Hansel in a cage for damaging her house.

Both children said they heard she was a witch and they were just trying to tease her a little. But Mrs. Salem didn't seem to have a sense of humor.

So the court, considering their age, ruled that there was some evidence that the two children had been frightened and acted to defend themselves and they were released to their parents on probation.

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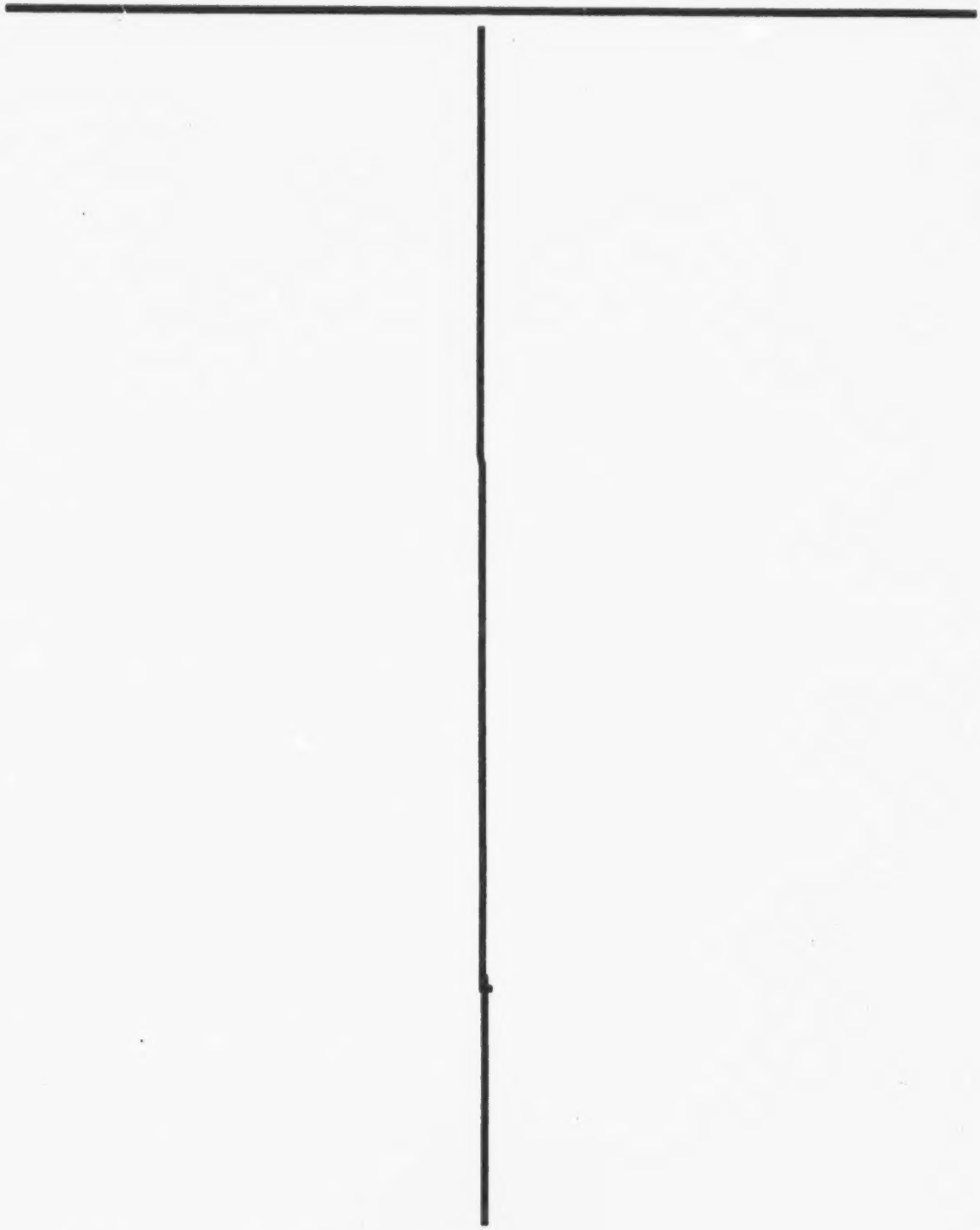
Before Reading

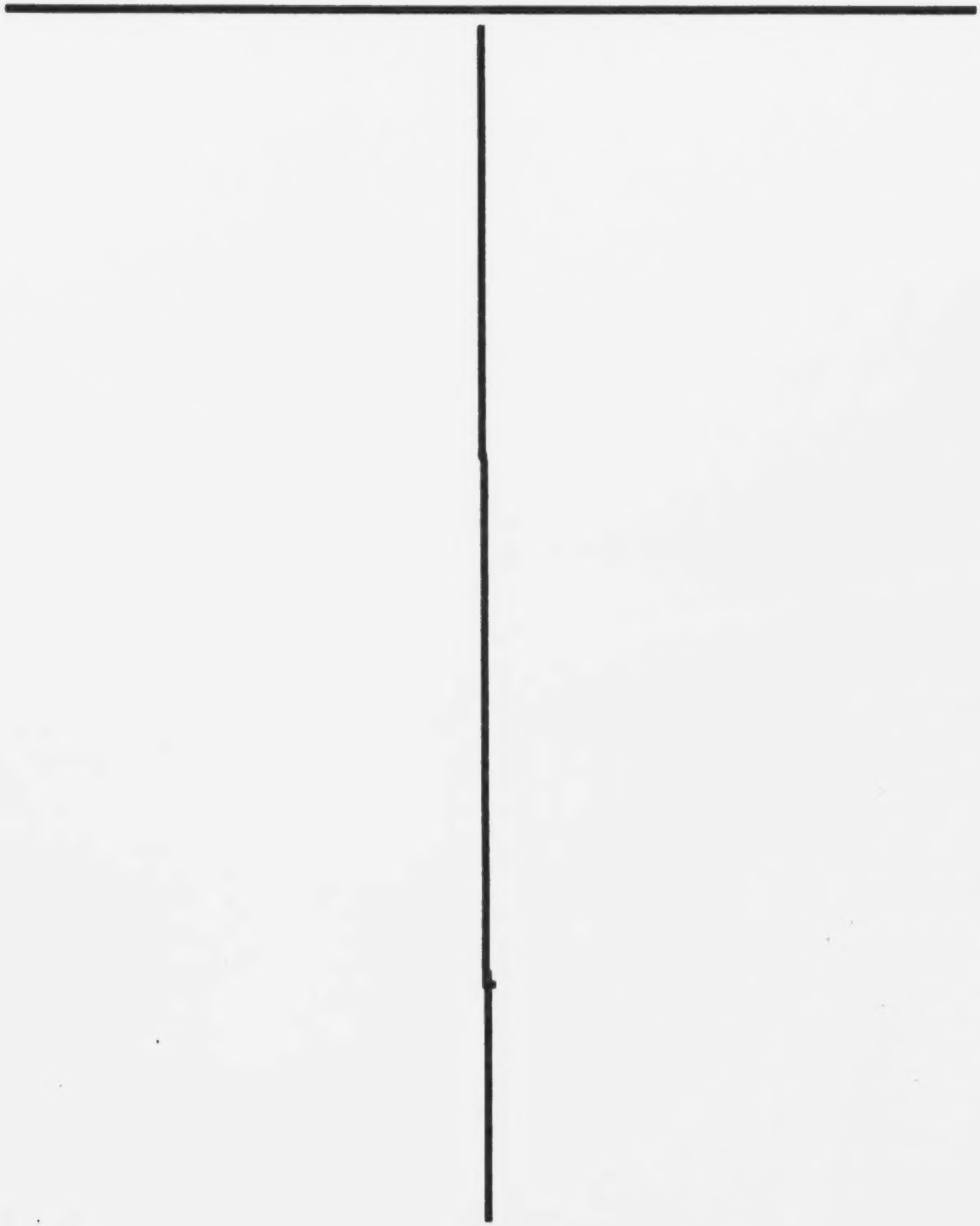
Agree

Disgree



After Reading

Agree Disgree



1. Hansel and Gretel's main problem was to find food

2. Their father loved them.

3. The stepmother loved Hansel and Gretel.

4. The old lady was kind to let Hansel and Gretel sleep in her home.

5. What happened was the old lady's fault because she let Hansel and Gretel in her house.

6. Hansel and Gretel were right to take the jewels.

7. Hansel was stronger than Gretel.

8. Gretel was stronger than Hansel.

Critical Thinking Questions

What else could the wood cutter do to feed his family?

Was the stepmother being fair to Hansel and Gretel? Explain.

Was it a good ides for Hansel to crumble bread tp mark his path? Why or Why not? In what other ways could Hansel have marked his way?

What would you do if you were lost in the forest?

Do you think the old lady was being kind to Hansel and Gretel to take them into her home? Why do you think the house was made of candy?

If you were Gretel, what would you have done?

Why did the author write this book?

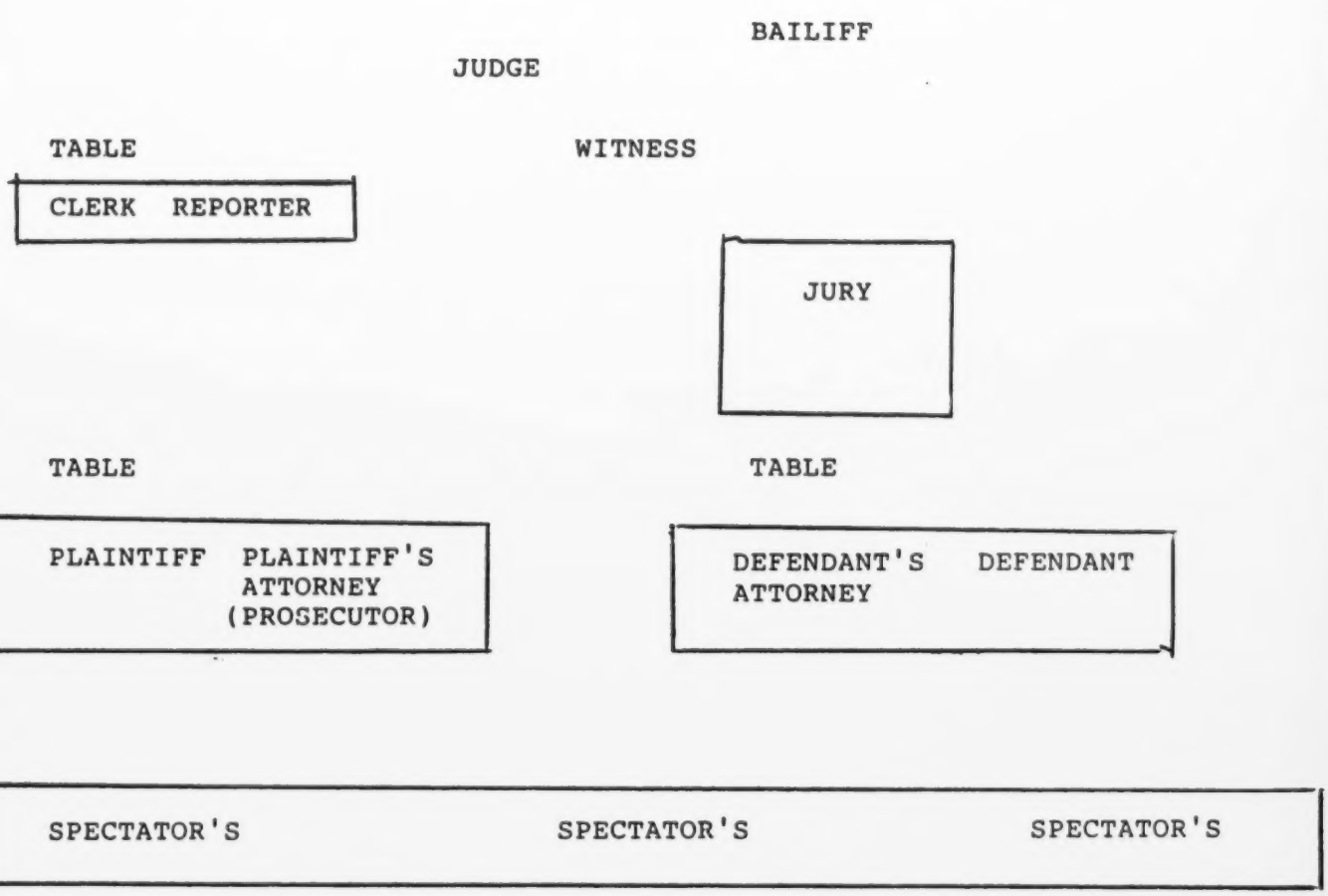
Did the family get rich in a fair or unfair way? Explain.

What three words describe the kind of person the father was? Stepmother? Hansel? Gretel? Witch?

Strategy Graph

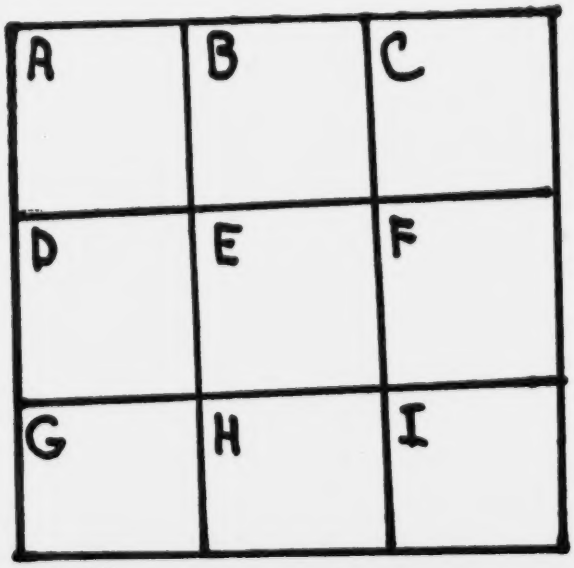
What We Know	What we want to find out	What we learned

COURTROOM


BAILIFF
JUDGE
TABLE
WITNESS
CLERK REPORTER
JURY
TABLE
TABLE
PLAINTIFF PLAINTIFF'S ATTORNEY (PROSECUTOR)
DEFENDANT'S ATTORNEY
DEFENDANT
SPECTATOR'S
SPECTATOR'S
SPECTATOR'S

Magic square

I	II
a. authority on law	1. verdict
b. keeps notes on trial highlights	2. bailiff
c. opens court sessions	3. Court reporter
d. maintains order in the courtroom	4. jury
e. weighs evidence	5. court clerk
f. person or persons accused of committing a crime	6. prosecution
g. tries to prove crime was committed by defendant	7. judge
h. when testifying, must stick to facts in story	8. witness
i. decided by jury after all arguments have been heard	9. defendant
	10. opening statements



ODD-MAN-OUT

A second skill-building activity to test understanding of activities in the courtroom is called odd-man-out. In this procedure, students are given five words and are to decide which one doesn't belong, explain why, and show the relationship of the other four words.

1. bailiff, court clerk, judge, defendant, court reporter
2. typewriter, gavel, transcript, briefcase, hammer
3. anger, frustration, elation, depression, hopelessness
4. imprisonment, physical punishment, restitution, rehabilitation, constitution

Self Evaluation

Learned most about:

Liked most

Liked least:

Need to know more about:

The Making of America

January 30,1988
Missy Lawson

"...The signing of the Constitution is among the greatest of events. It marks the point of time at which the heritage of a culture became the promise of American Life". Walter H. Hamilton

Celebrate ourselves... our inventivenes, our diversity, our good nature, our generosity, our respect for the rights of others, our optimism, our perpetual motion, the contraditions, the ironies, our freedom. (paraphased from Time, June 1986)

INTRODUCTION
Try your patriotic trivia knowledge.
Interesting Facts About The Constitution

GOALS
To develop activities that honor the principles at the heart of American democracy.
To bring the message of the Constitution alive.
To teach students that we are the government and we believe in freedom and justice.
To teach students they they can make a real difference, that citizens of the United States of America do have power to shape our collective destinies. (Instructor, August 1987)

INTEGRATED ACTIVITIES
Web
Academic Integration
Famous Americans research report and project
States Game
1776 movie on video tape
Our Living House
Rights/Rules/Responsibilities
We the People Play
Jackdaw
Celebration Day

CLOSING
From the struggles of our past, we gain the strength for today and the visions for tomorrow. (M.L. 1988)

S-32

THE MAKING OF AMERICA

RIGHTS/RULES/RESPONSIBILITIES
What makes a good rule?
The Eraser Game
Odd and obsolete laws
Kids' Rights

TIME LINES
Illustate main events.
Create old time photos.

VOCABULARY
Word A Day (focus on new words)
Incorporate into spelling list

BOOKS
Jean Fritz historical fiction.
Shhhhhh! We're Writing the Constitution.
A More Perfect Union
We The People - Spier
Constance
Johnny Tremain
A Gathering of Days
My Brother Sam Is Dead
The Witch of Blackbird Pond
War Comes to Willie Freeman
Freedom Train
Jump Ship To Freedom
Runaway To Freedom
Harriet Tubman
Across Five Aprils
Kids America
Lawmaking
Historical Fiction bibliograghy

GOALS
To teach a historical development of the U.S.A.
To develop a sense of pride and patriotism for America.
To teach students that we are the government, believing in freedom and justice for all.
To teach students that they can make a difference in the making of America.

FREEDOM'S DOCUMENTS
Mayflower Compact
Declaration of Independence
Articles of Confederation
Emancipation Proclamation

NEWSPAPER
Write yourself into history.
Write a letter to the editor.
Look fo local, state, or national issues to debate.

PEOPLE OF FREEDOM
George Washington
Thomas Jefferson
Alexander Hamilton
James Madison
John Adams
Abigail Adams
Mercy Otis Warren
Harriet Tubman

SYMBOLS OF AMERICA
National Anthem
Liberty Bell
American Flag
Statue of Liberty
American Eagle
National Seal

WRITING
Class Constitution
What America means to me..
Write a letter to the President
White House
Washington D.C. 20500
Speeches
Patriotic poem
Constitutional Calendar
Jackdaw

RESEARCH REPORTS & PROJECTS
Famous Americans
Inventions
Courage
Historical Events

DRAMA
Bill of Rights Rap
Historical Hysteria
Uncle Sam and the Constitution
Radio Plays
Our Living 'House'

GRAND OLD FLAG
History of our flag.
Flag etiquette
Personification

CELEBRATION DAY
Wear red, white and blue.
Bring flag, bell.
Have an appropriate treat.
Sing patriotic songs.
Play old time games.
Sign On to the constitution.
NCCJ
71 5th Ave. Suite 1100
New York, NY 10003

QUEST SPEAKERS
Newspaper editor, freedom of the press.
Daughters of the American Rev.
Senior Citizens
Foreign born guests.

ADVERTISING
Sell America, create your own product and market it.
Traveling posters of the concepts of America
Write and produce a T.V. or radio commentary on freedom or justice.

ART/CRAFTS
3-dimensional, symbols of America.
Portrait of a famous American.
Mural of a historic event.
Candle Making
Tin Lantern
Stenciling
Caligraphy
Gravestone Rubbing
Silhouettes
Paper doll chains
Period costumes
Quilt

FIELD TRIPS
Statehouse Tour
State Capital
Law Offices

MUSIC
Patriotic classics
We the People
Ella Jenkins

INTERVIEW
Grandparent or older adult
Foreigner
Political Official

MISSY LAWSON
Windermere Elementary
4101 Windermere Rd.
Upper Arlington, Ohio 43220
614-486-0621 ext. 370

BILL OF RIGHTS IN ACTION

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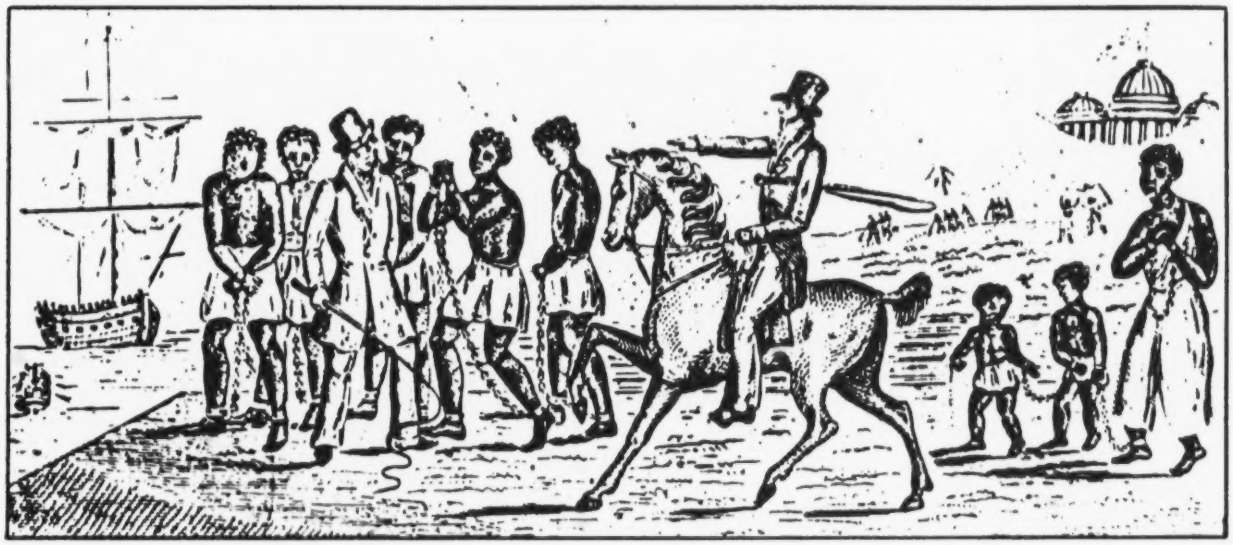

▲ American slave trader and his human bounty within sight of the U.S. Capitol.

A Special Bicentennial Series

To Establish Justice

Thanks to the generous support of Times Mirror, this is the second of four special Bicentennial publications called *The Constitution: A Preamble to the 21st Century.* Los Angeles-based Times Mirror is principally engaged in newspaper publishing (including the *Los Angeles Times*, *Newsday*, and the *Baltimore Sun* newspapers); book, magazine and other publishing; broadcast television and cable television.

Each publication in this series will focus on a theme drawn from the language of the Preamble. Each will contain articles and activities designed for the use in traditional social studies courses: U.S. History, World History, International Studies and Government.

In this issue, "To Establish Justice," we examine issues of equality and fairness. For an historical perspective, you will examine the "peculiar institution" of slavery as it existed before and after the framing of the Constitution. For an understanding of how issues of equal political participation have been addressed, you will read about the struggle for the passage of the Fifteenth Amendment and the rise of the movement to assure women the vote. You will also study more modern debates over the use of affirmative action to address the inequality problem in employment. Finally, moving into potential future issues of fairness, you will take part in a hypothetical policy debate over amending the Constitution to create different levels of citizenship.

It is our hope that after using this and the two remain publications of the Times Mirror series, young citizens will better understand the process of constitution-making begun in Philadelphia 200 years ago and be prepared to continue it into the 21st century.

Send us your name and mailing address and four times a year you will receive *Bill of Rights in Action (BRIA)* absolutely free (see page 15).

A Message From Times Mirror

Times Mirror is very pleased to sponsor four special issues of the *Bill of Rights in Action* for the 1987/88 school year.

As a publishing and communications firm, we directly benefit from the freedoms and protections guaranteed in the Bill of Rights.

The best way to understand how important the Constitution and Bill of Rights are to all of us—whether we are corporations or private citizens—is to study them.

For this reason, we are bringing you this second of four Constitutional Bicentennial issues of the *Bill of Rights in Action.*

Robert F. Erburu
Chairman and Chief Executive Officer
Times Mirror

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A Numbness of the Heart

Ironically, the first ship carrying slaves across the Atlantic went from west to east. During his second voyage to America, Columbus captured 500 Caribbean Indians to take back to Spain. About 200 Indians died during the Atlantic crossing and were thrown into the sea.

The Spanish failed in their experiment to make American Indians into slaves. When forced to work on sugar plantations in Cuba and the West Indies Islands, they died by the hundreds.

Small numbers of black African slaves were introduced into Spanish America as early as 1501. Since the Africans seemed to survive longer than the native Indians, the Spanish began to look eastward for a new source of slave labor. In 1518, King Charles V of Spain granted the first license to sell African slaves in the Spanish colonies of America. The West African slave trade had begun.

▲ Slave market, circa 1810. (The Bettman Archive)

Triangular Trade

At first, the Portuguese controlled the newly developing slave market in West Africa. By the mid-1500s, the Dutch, Danes, French, English and other Europeans were establishing slave trading stations along Africa's western seacoast.

The English slave trade was three-cornered or triangular in nature. At an English seaport, a slave ship would load up with manufactured goods like cloth and muskets and then proceed to a slave trading station on Africa's West Coast. Here, a white merchant, or *factor*, acted as the middleman, making a deal for trade goods between the slave ship captain and a local African king or black slave dealer. The slaves would then be taken aboard the ship for a perilous voyage across the Atlantic, the so-called "middle passage." This second or middle leg of the trading triangle ended when the ship arrived at one of the many slave market ports in America. Once in America, the ship captain sold his slaves for cash, which he used to purchase raw materials like sugar, tobacco, cotton or other plantation products. After loading this new cargo, the captain headed back to England completing the trade triangle. Later on, Yankee slave ship captains from the United States developed their own version of the triangular trade system.

England proved to be the most successful slave trading nation. Eventually, the English slave business became concentrated in the hands of large trading companies. Profits from these slave trading voyages, though not excessive (about 10 percent) helped England finance its Industrial Revolution.

Buying Slaves in Africa

How did an African become a slave? At first, white slave traders simply went on kidnapping raids, but this proved too dangerous for the Europeans. Instead, they established hundreds of forts and trading stations along Africa's West Coast. Local African rulers and black merchants delivered captured people to these trading posts to sell as slaves to European ship captains.

About 50 percent of the slaves were taken as prisoners during the frequent tribal wars occurring among the West African kingdoms. Another 30 percent became slaves as punishment for crimes or indebtedness. The remainder were kidnapped by black slave traders.

An African trader usually transported his slaves to a coastal trading station by binding them around the neck with leather thongs, at about a yard distance from each other. There were often 30 or 40 in a string. The *factor* living at the trading station negotiated a price between the African slave trader and the slave ship captain.

"On women slaves," wrote one trading station factor, "we made a deduction of 20 percent when above 25 years old, but if young and well built . . . they commanded a price equal to a prime man. Boys measuring 4 feet 4 inches were valued the same as full grown men." Some slave ship captains specialized in buying children, who made less trouble and took up less space on board the ship.

After making a deal with the factor, the traders transported the slaves in large canoes to the ship riding at anchor, just beyond the thundering surf. The factor supervised the branding and loading of the slaves onto the ship. For land-bound Africans who had never seen it before, the ocean was a terrifying sight. Some slaves tried to escape by jumping into the sea, only to be devoured by sharks.

Gustavus Vassa, an African slave who later gained his freedom and wrote an account of his life, described his experience boarding a slave ship:

> I was immediately handled and tossed up to see if I were sound by some of the crew and I was now persuaded that I had gotten into a

world of bad spirits and that they were going to kill me . . . When I recovered, I found some black people about me. I asked if we were to be eaten by these men with horrible looks, red faces and long hair.

The "Middle Passage" to America

Once on board, men and boys were stripped naked and shackled two-by-two at the wrist and ankle. They were then prodded into the dark, dank hold of the ship. Alexander Falconbridge, an English slave ship doctor, wrote this description of typical slave quarters:

> They are frequently stowed so close, as to admit of no other posture than lying on their sides. Neither will the height between decks . . . permit them the indulgence of an erect posture; especially where there are platforms, which is generally the case. These platforms are a kind of shelf, about eight feet in breadth, extending from the side of the ship towards the center. They are placed nearly midway between the decks, at the distance of two or three feet from each deck. Upon these the negroes are stowed in the same manner as they are on the deck [floor] underneath.

Women and children remained unchained and spent the voyage in separate quarters. All slaves slept on bare, rough wood. This, combined with the turbulent motions of the ship, often causing the skin on their elbows to wear down to the bone.

Two different loading philosophies were popular among slave ship captains. The "loose packers" believed that by carrying fewer slaves, more would survive to be sold in America. On the other hand, the "tight packers" argued that more money would be made by overcrowding the slaves on board the ship, even if this meant some would die due to poor health conditions.

In good weather, and only during the day, the crew allowed the slaves on deck. A slave's diet consisted of two meals, usually boiled rice, yams or beans and a daily ration of one pint of water. Should the slaves refuse to eat or drink, the crew sometimes used hot coals to force a slave's mouth open. Sometimes a slave could be subjected to force feedings by having his jaws separated for him by a device. The crew entertained themselves by whipping the slaves to make them sing and dance. Slave captains encouraged this activity under the premise that it prevented suicidal thoughts and even scurvy among the slaves. After all, in order to maximize his profit, the captain needed live and healthy Africans at the end of the "middle passage."

Many Africans died during the "middle passage" due to smallpox, measles, malaria and dysentery. During shipboard revolts, some slaves were killed. Those who went insane were thrown overboard. Others took their own lives or surrendered their will to live. On a typical voyage to America, about 10 percent of the Africans died; the longer the voyage lasted, the higher the death rate.

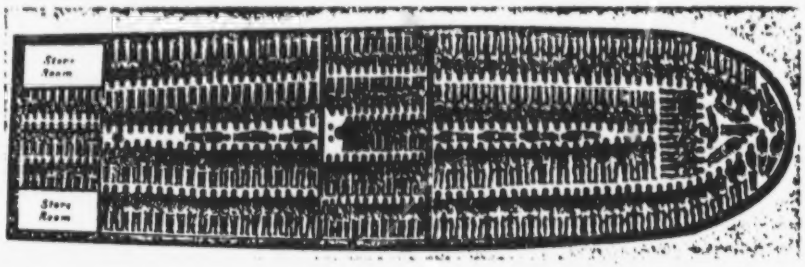
Perhaps the worst atrocity aboard the slave ships occurred in 1781 when Luke Collingwood, a slave ship captain from Liverpool, England, loaded more than 400 Africans into his ship, the *Zong*. Heading for Jamaica, Captain Collingwood lost over 60 slaves because of disease, and many more slaves were sick. In addition to rampant illness, the ship ran short on water. Collingwood mercilessly decided to throw the sick and weak members of his human cargo into the sea. Figuring the loss would be covered by the ship's insurance, the captain selected 133 Africans to be cast into the ocean. Two "parcels" of slaves were handcuffed and thrown overboard. The remaining slaves were about to be flung over the side when a rainstorm replenished the ship's meager water supply. No matter —the cruel Captain Collingwood went on with his plan.

In a famous court case that followed this incident, the company that insured the cargo of the *Zong* ended up not having to pay for the loss. For the first time, an English court ruled that slaves could not be treated simply as merchandise.

Selling Slaves In America

Before selling his slaves, a captain did everything he could to improve the price he would get for them. The Africans received increased food and water rations, and their skins were rubbed with palm oil to give them a healthy appearance. The ship's doctor tried to hide scars or evidence of disease, sometimes using cruel or painful cosmetic techniques.

There were two main methods of selling slaves in the West Indies. The sick and weak were sold at auction "by inch of candle." Bids on these slaves were accepted until an inch of a candle had burned down; the usual price was about $5. The strongest and healthiest slaves were sold by the "scramble" method. Before a sale, the ship's captain and buyers agreed on an equal price for all slaves, often several hundred dollars a piece. These slaves were then assembled in a large yard. On a signal, the buyers burst into this yard to grab the best slaves. Fighting often ensued between excited buyers over a particularly good "specimen."



▲ A diagram showing slaves tightly packed below decks of a slave ship. (The Bettman Archive.)

End of the Slave Trade

The United States almost ended its role in the slave trade during the Constitutional Convention in 1787. Most of the convention delegates, including slave owners like George Washington, wanted a provision in the Constitution prohibiting the importation of slaves. However, representatives from slave-importing Georgia and South Carolina threatened to leave the union if prohibition was included. To solve this dilemma, delegates put a compromise in the Constitution that prevented Congress from passing any law against slave trading for 20 years.

(continued on next page)

After 1800, the slave trade came under increasing attack in Europe and the United States. In 1807, President Thomas Jefferson signed a law outlawing the importation of slaves for the purpose of selling them in the United States. A few weeks later, the English Parliament followed our example and passed a similar law. By 1820, most other European nations had banned slave trading.

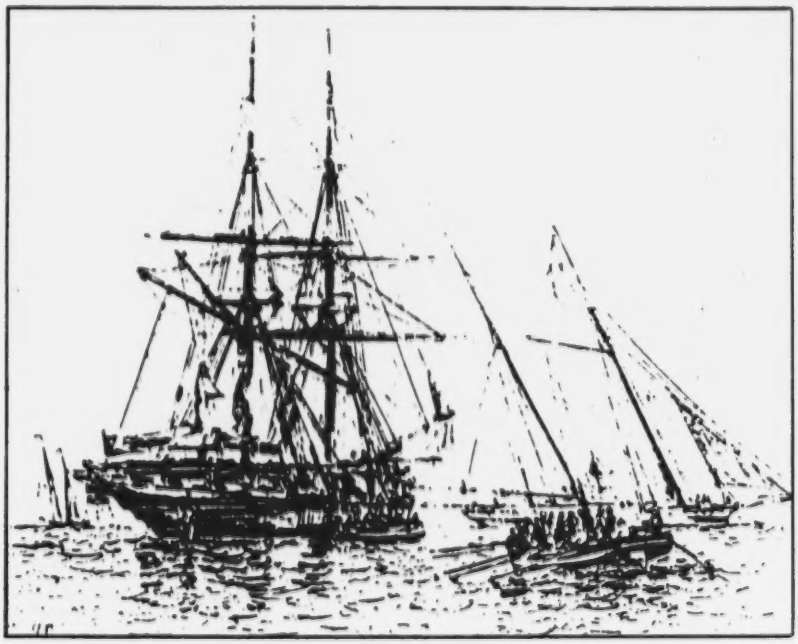
Illegal slaving went on for about 50 years. In 1860, Nathaniel Gordon, one of the last American slave ship captains, made a voyage to West Africa and loaded his ship, the *Erie*, with 900 Africans, 600 of whom were children. As the *Erie* left Africa to begin its long homeward trek, an American warship intercepted it about 50 miles from the African coast. Captain Gordon was arrested and taken to New York for trial. The court found Gordon guilty of breaking the U.S. anti-slave trading law and sentenced him to hang. The infamous Captain Gordon remains the only American slave trader ever to be executed by the United States.

The West African slave trade, with its tortuous "middle passage," lasted nearly 400 years. During this time, more than 11 million Africans found themselves sold into slavery. Of this number, about 5 percent or 500,000 ended up in the United States. Most of the rest ended up in the West Indies or the Caribbean Islands.

Looking back on this period it is difficult to believe, and even harder to admit, that people could be so cruel as to trade human lives for profit. This despicable business meant a loss of some humanity to everyone involved. John Newton, a former slave ship captain, wrote in 1786 that the slave trade "gradually brings a numbness upon the heart, and renders most of those who are engaged in it too indifferent to the sufferings of their fellow creatures."

For Discussion and Writing

1. Assume you are an African on a slave ship in the "middle passage." Write a diary describing one day of your experience.
2. Luke Collingwood and Nathaniel Gordon were both slave ship captains. How were their experiences similar to one another? How were they different? In your opinion, was either man really a criminal? Why or why not?
3. Assume you are a member of the English Parliament in 1807. Write a speech giving your reasons why slave trading should be outlawed.
4. What do you think John Newton meant when he said slave trading "gradually brings a numbness upon the heart?"



▲ A slave ship loading its human cargo on the high seas. (The Bettman Archive.)

For Further Reading

Conneau, Theophilus. *A Slaver's Logbook or 20 Years' Residence in Africa* (originally published in 1854). Englewood Cliffs, N.J.: Prentice-Hall, Inc. 1976.

Rawley, James A. *The Transatlantic Slave Trade*. New York: W.W. Norton & Co., 1981.

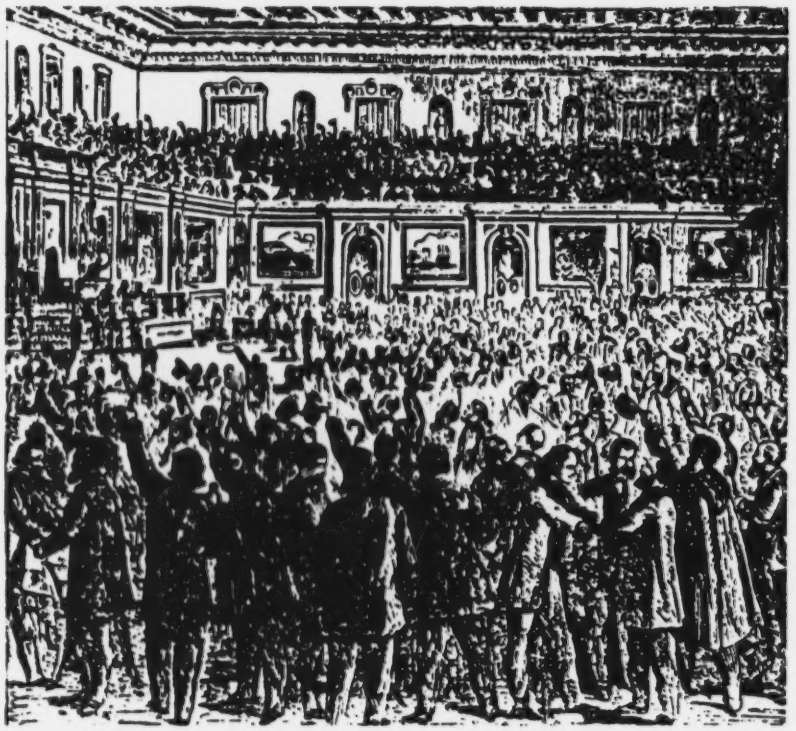
A C T I V I T Y

As we celebrate the Bicentennial of the U.S. Constitution, it has been pointed out that the framers failed to deal with the issue of slavery or political rights for women and minority groups. In a recent article, Supreme Court Justice Thurgood Marshall argued that it took a bloody civil war and the passage of various amendments, such as the Thirteenth, Fourteenth, Fifteenth and Nineteenth, to begin to remedy the failings of the Convention in Philadelphia. Using the following steps, conduct a debate activity for or against this proposition:

We should not celebrate the Bicentennial of the original Constitution because it permitted the institution of slavery to continue.

1. Divide the class into groups of 3-4 students each.
2. Assign each group a pro or con position on the above proposition.
3. Each group should develop three reasons in support of its position and be prepared to share them with the class.
4. Alternating between pro and con groups, have each state its position and support it with the reasons it developed.
5. When all have reported, take a poll to see how the majority of the class really stands on the proposition. Discuss the results in terms of the previous debate.

The Black Man And The Fifteenth Amendment



▲ Passage of the Thirteenth Amendment prohibiting slavery.

The Republican Dilemma

Following the Civil War in 1865, Radical Republicans in Congress introduced a series of laws and constitutional amendments to try to secure civil and political rights for black people. This wing of the Republican party was called "radical" because of its strong stance on these and other issues. The right that provoked the greatest controversy, especially in the North, concerned black male suffrage: the right of the black man to vote.

In 1867, Congress passed a law requiring the former Confederate states to include black male suffrage in their new state constitutions. Ironically, even though black men began voting in the South after 1867, the majority of northern states continued to deny black men this basic right.

In the North, the Republican's once-huge voter majority over the Democratic Party was declining. Radical Republican leaders feared that they might lose control of Congress to the Democrats.

One solution to this problem called for including the black man's vote in all northern states. Republicans assumed the new black voters would vote Republican just as their brothers were doing in the South. By increasing its membership to include all blacks from the North and South, the Republican party could then maintain its stronghold in Congress.

However, the Republicans faced an incredible dilemma. The idea of blacks voting was not popular in the North. In fact, several northern states had recently voted against black male suffrage. If the Republican Party openly supported the black man's right to vote, a significant number of white northern Republican voters might start supporting, the Democrats who fiercely opposed this idea.

In May 1868, the Republicans held their presidential nominating convention in Chicago and chose Ulysses S. Grant as their candidate. The Republicans agreed that black male suffrage continued to be a requirement for the southern states, but for political reasons, decided that the northern states should settle this issue among themselves.

Grant was victorious in the election of 1868, but this once-popular general won by a surprisingly slim margin. It was clear to Republican leaders that if they were to remain in power, their party needed the votes of black men in the North.

The Fifteenth Amendment

When the new year began in 1869, the Republicans were ready to introduce a constitutional amendment guaranteeing the black man's right to vote. The Republicans were determined to secure the black Republican vote in the North and to *keep* the blacks voting Republican in the South.

For two months, Congress considered the proposed amendment. Several versions of the amendment were submitted, debated, rejected and then reconsidered in both the House and Senate. In one version, introduced by the Radical Republicans, the amendment specifically granted the right to vote and hold office to "citizens of the United States of African descent." The Radicals also attempted to include provisions in the amendment that would have barred voting taxes, literacy tests and restrictions on blacks running for public office. However, the Radicals no longer dominated Congress as they once did. Their proposals were voted down.

An even broader proposal would have prohibited discrimination in voting or holding office because of race, color, nationality, ownership of property, education or religious belief. Because this proposal would have prevented the states from making up their own voter qualifications, Congress voted against it. For example, some eastern states had already limited the Irish vote with special property requirements, and California was just as determined to prevent the Chinese immigrants from voting.

Finally, at the end of February 1869, Congress approved a compromise amendment that said nothing about voter qualifications or the right to run for public office. It did not even specifically mention the black man:

(continued on next page)

Section 1: The right of citizens of the United States vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section 2: The Congress shall have the power to enforce this article by appropriate legislation.

Once approved by the required two-thirds majorities in the House and Senate, the Fifteenth Amendment had to be ratified by 28, or three-fourths, of the states. Due to the reconstruction laws, black male suffrage already existed in 11 southern states. Since almost all of these states were controlled by Republican reconstruction governments, they could be counted on to ratify the Fifteenth Amendment. Supporters of the Fifteenth Amendment needed only 17 of the remaining 26 northern and western states in order to succeed. At this time, just nine of these states allowed the black man to vote. The struggle for and against ratification hung on what blacks and other political interests would do.

The Blacks

Only days after General Lee surrendered at Appomatox in April, 1865, black abolitionist Frederick Douglass spoke before the Massachusetts Anti-Slavery Society. In his speech, Douglass explained why the black man wanted the right to vote "in every state of the Union":

> It is said that we are ignorant; I admit it. But if we know enough to be hung, we know enough to vote. If the Negro knows enough to pay taxes to support government, he knows enough to vote; taxation and representation should go together. If he knows enough to shoulder a musket and fight for the flag for the government, he knows enough to vote. . . . What I ask for the Negro is not benevolence, not pity, not sympathy, but simply *justice*.

While Congress debated the Fifteenth Amendment early in 1869, 150 black men from 17 states assembled for a convention in Washington, D.C. This was the first national meeting of black Americans in the history of the United States. Frederick Douglass was elected president of the convention.

▲ Abolitionist Frederick Douglass. (UPI/Bettman Newsphotos)

The delegates praised the Republicans in Congress for passing the reconstruction laws and congratulated General Grant on his election to the White House. They also pledged their continued support of the Republican Party.

Those attending the convention also spent time meeting with members of Congress, encouraging them to pass a strong amendment guaranteeing black male suffrage nationwide. When the meeting adjourned, the delegates were confident that a new era of democracy for the black man was about to begin.

The Abolitionists

The abolitionists (those who opposed slavery) achieved their original goal when in 1865 the Thirteenth Amendment outlawed slavery. Abolitionists remained active, working for radical reconstruction policies and black rights. Most abolitionists supported the Fifteenth Amendment even though they felt it did not go far enough in protecting the black voter.

Wendell Phillips, one of the early anti-slavery leaders, said the amendment would provide "opportunity, education, fair play, right to office and elbow room" for the black man. At the American Anti-Slavery Convention in May 1869, the abolitionists approved a resolution calling the Fifteenth Amendment "the capstone and completion of our movement; the fulfillment of our pledge to the Negro race."

The Women Suffragists

Before the Civil War, Elizabeth Cady Stanton and Susan B. Anthony organized a movement for women's rights including female suffrage. But, at this time, they both agreed that ending slavery was the first priority for the nation's reformers.

After the war, Stanton and Anthony expected women to receive the vote with black men, but this did not happen. In 1867, Horace Greeley, a publisher of the *New York Tribune* and a Republican Party leader, advised the women suffrage leaders to wait for the vote. In his words, this was "the Negro's hour."

At the American Equal Rights Association Convention in 1869, Elizabeth Stanton and Susan Anthony refused to support the Fifteenth Amendment because it did not include women. At the same convention, Frederick Douglass argued that securing the right to vote was more urgent for the black man than for women. Stanton and Anthony remained unconvinced that women should once again sit back and wait. They soon withdrew from the association and immediately formed a new organization to work exclusively for female suffrage.

The Democrats

The Democrats realized they were fighting for political survival. They feared ratification of the Fifteenth Amendment would automatically create some 170,000 loyal black Republican voters in the North and West. This could destroy the Democrats' chance for political control.

Democrats debated against the ratification by claiming that the Fifteenth Amendment restricted the states' rights to run their own elections. The Democrats also charged the Republicans with breaking their promise of allowing the states, outside the South, to decide for themselves whether to grant black male suffrage. Democrat leaders cited the low level of literacy in the black population and they predicted black voters would be easily swayed by false promises and outright bribery.

Victory, Then Tragedy

Despite Democratic opposition, the Republicans steadily won ratification victories throughout 1869. Ironically, it was a southern state, Georgia, that clinched the ratification of the Fifteenth Amendment on February 2, 1870.

On March 30, President Grant officially proclaimed the Fifteenth Amendment as part of the Constitution. Washington and many other American cities celebrated. Over 10,000 blacks paraded through Baltimore. In a speech on May 5, 1870, Frederick Douglass rejoiced, "What a country—fortunate in its institutions, in its Fifteenth Amendment, in its future."

The jubilation over victory did not last long. While Republicans acquired loyal black voters in the North, the South was an entirely different matter. The Ku Klux Klan and other violent racist groups intimidated black men who tried to vote, or who had voted,

▲ The Ku Klux Klan intimidated black voters and their white supporters. (The Bettman Archive.)

by burning their homes, churches and schools, even by resorting to murder. National politics also prevented the black man from exercising political power.

When the election for president in 1876 ended with a dispute over electoral votes, the Republicans made a deal with the southern Democrats. First, the southerners agreed to support Republican candidate Rutherford B. Hayes for president. In turn, the Republicans promised to withdraw troops from the South and abandon federal enforcement of black's rights, including the right to vote. Because of this agreement, intimidation of black voters would continue.

Within a few years the southern state governments required blacks to pay voting taxes, pass literacy tests and endure many other unfair restrictions on their right to vote. In Mississippi, 67 percent of the black adult men were registered to vote in 1867; by 1892 only 4 percent were registered. The political deal to secure Hayes as president rendered the Fifteenth Amendment meaningless. Another 75 years passed before black voting rights were again enforced in the South. [ ]

For Discussion and Writing

1. What was the "Republican dilemma" in 1868?
2. During the ratification of the Fifteenth Amendment, women suffrage leaders were told that it was "the Negro's hour." What did this mean? How did Elizabeth Stanton and Susan Anthony respond to this argument? Do you think they did the right thing? Why or why not?

For Further Reading

Foner, Philip S. *Frederick Douglass.* New York: The Citadel Press, 1964.

Gillette, William. *The Right To Vote: Politics and Passage of the Fifteenth Amendment.* Baltimore: The John Hopkins Press, 1965.

A C T I V I T Y

In this activity you will have a chance to re-create history by going back to the year 1868 to participate in a voting rights convention. You will be assigned to a group that had a particular viewpoint on voting rights in 1868. Your group and four others at the convention will write a voting rights amendment to recommend to Congress. In this way, your class will have the opportunity to improve upon the original Fifteenth Amendment that was passed by Congress early in 1869. For the purposes of this activity, it does not matter what your own sex or race is when you are assigned to one of the convention groups listed below.

VOTING RIGHTS CONVENTION GROUPS: Republicans, Blacks, Abolitionists, Woman Suffragists, Democrats

1. At random, assign each student to one of the five groups listed above.
2. You should first re-read the section of the article relating to your group (For example, Republicans should read "The Republican Dilemma.")
3. Next, discuss with your group what you think your *purpose* should be at this voting rights convention. For example, is your group in favor of a voting rights amendment? If so, what should it include? Write your purpose on a sheet of paper and have your teacher check it.
4. Now re-read the section titled, "The Fifteenth Amendment." If you are a member of the "Blacks" or "Abolitionists" also re-read the last section, "Victory, Then Tragedy."
5. With the other members of your group, write your own voting rights amendment. Remember to pay attention to the views and *purpose* of your group at this convention. You can use the wording of the actual Fifteenth Amendment as a guide, but try to change or improve it from your group's point of view.
6. All the amendments written at the convention should now be put on the chalkboard. Each group with a proposed amendment should then explain it to the entire convention. Members of other groups may ask questions or argue against it at this time.
7. Finally, the convention members should vote on which voting rights amendment to recommend to Congress. However, the rules of the convention require that in order for an amendment to be recommended, two-thirds of the convention members must approve it. If none of the proposed amendments receives at least two-thirds of the convention votes, the group members should try to negotiate a compromise amendment that will attract the support of the other groups.
8. After completing this activity, contrast your convention's amendment with the original Fifteenth Amendment. How are they different? Is the convention amendment better? Why? If the convention amendment had been ratified in 1870, would it have made any difference to black voters, women or other groups in American society?

▲ Sarah Moore Grimké, abolitionist and women's rights leader. (The Bettman Archive.)

To Establish Justice

American History

How The Women's Rights Movement Began

As it was written in 1787, the Constitution said little about black slaves. It said nothing about women.

At the time of the Constitutional Convention, women were treated like children. Adult females were barred from most occupations and professions. They could not make binding contracts or sue people in court. Even though women could be tried for crimes, they were excluded from juries.

In most cases, any money or land a woman possessed became the property of her husband once she married. A married woman gave up all individual status; she kept no legal right to her own earnings or even personal belongings such as clothing or jewelry. Most states did not allow single women or widows sole control over their own property, either. Most men simply believed women were not capable of handling business affairs.

When the Constitution was written, women could vote only in New Jersey, but by 1807, even this state had banned suffrage (the right of women to vote in governmental elections). The main argument against women voting assumed they would be too easily influenced by their fathers, brothers and husbands. According to this view, if women voted, a married man would control twice the voting power of a single male.

From Abolition to Women's Rights

The lack of political clout did not discourage women from becoming deeply involved in public affairs.

Lucretia Mott was raised by a Massachusetts Quaker father who believed in equal education for girls. She became a teacher and married another Quaker teacher. Soon after moving to Philadelphia, the Motts got involved in the abolitionist movement. Their home became a safe stop-over for blacks escaping slavery on the so-called "underground railroad." Mrs. Mott increasingly spoke out against slavery at Quaker meetings.

In 1833, Lucretia Mott attended the founding of the American Anti-Slavery Society even though women were prohibited from becoming actual members. Instead, they were encouraged to organize their own separate society. That year, Mrs. Mott formed the Philadelphia Female Anti-Slavery Society. Inspired by Lucretia Mott, women in several northern states established their own anti-slavery organizations to raise money for the cause, distribute pamphlets and circulate petitions calling upon Congress to abolish slavery.

In Philadelphia, two sisters from South Carolina worked with Lucretia Mott: Sarah and Angelina Grimké. The Grimke sisters grew up with slavery but learned to hate it. After they left their home in the South, they moved to Philadelphia, where they became Quakers and impassioned abolitionists.

In 1836, Angelina Grimké wrote a pamphlet encouraging southern women to speak out against slavery. Miss Grimké wrote that there were only two ways to end slavery, "by moral power or physical force, and it is for you to choose which of these you prefer." The pamphlet proved to be so controversial that southern postmasters banned it from the mail.

As their reputations grew, the Grimké sisters were often invited to speak to small groups of northern women in their homes to stimulate more interest in the anti-slavery cause. So many women turned out to hear the southern sisters condemn slavery that meetings soon had to be held in churches. Speaking to such large assemblies was a daring accomplishment in itself since women rarely addressed public gatherings.

▲ Lucretia Mott. (The Bettman Archive.)

The first convention of anti-slavery women met in New York City in May 1837. Speaking at this convention, Angelina Grimké startled everyone by comparing the status of women in the United States to that of slaves. She argued that both had been robbed of their inalienable rights. By working to end slavery, she insisted, women would show their independence and prove their equality to men.

Later that summer, during an anti-slavery speaking tour in Massachusetts, the two sisters even began attracting men to their audiences. Since mixed-gender or "promiscuous" public meetings were considered immoral, many people were outraged. To top this off, Angelina Grimké had the nerve to debate men publicly on whether the Bible approved of slavery. Massachusetts clergymen denounced her from their pulpits, decrying public speaking by females as unnatural and against God's will.

With these experiences, the Grimké sisters found themselves in the center of a whole new controversy. Angelina Grimké remarked at the time, "We are

placed very unexpectedly in a very trying situation, in the forefront of an entirely new contest—a contest for the rights of woman as a moral, intelligent and responsible being."

As the public controversy continued, Sarah Grimké composed a series of essays, later published in book form, that argued directly for women's rights. She wrote that females should be admitted to schools and colleges on an equal basis with males. She also demanded that men and women doing the same work should be paid the same wages. Sarah wanted all marriage laws that discriminated against women abolished. Finally, she emphasized that a woman should not have to ask men for these things; they were her birthright.

"But I ask no favors for my sex," Sarah assured her readers. "I surrender not our claim to equality. All I ask of our brethren is that they will take their feet off our necks and permit us to stand upright on that ground which God designated us to occupy."

The Grimkés spoke to ever enthusiastic audiences, but members of the anti-slavery movement grew increasingly hostile to their message. The idea of women speaking in public to mixed audiences was bad enough. Worse still, the introduction of this new "woman issue" threatened to draw attention away from the cause of slavery.

Abolitionist leaders like Theodore Weld cautioned the Grimkés against speaking out on women's rights. "Let us all first wake up the nation to lift millions of slaves of both sexes from the dust," Weld wrote to Angelina Grimké. She responded with, "The time to assert a right is the time when that right is denied." She then asked Weld, "What then can a woman do for the slave when she is herself under the feet of man and shamed into silence?"

Ironically, Angelina Grimké eventually changed her position when she married Theodore Weld, in May 1838. Two days after the marriage, she addressed the National Anti-Slavery Convention held at Pennsylvania Hall in Philadelphia. She now agreed that the slavery issue had to be dealt with before the "woman issue." As she spoke, a mob of anti-abolitionists, inflamed by a woman speaking in public, threw stones against the windows of the hall. At the end of the convention, the mob broke into the building and burned it to the ground.

The Birth of the Women's Rights Movement

The American Anti-Slavery Society made a momentous decision in 1840. Led by radical abolitionist William Lloyd Garrison, the majority of the all-male organization finally voted to admit women as members and officers. Garrison's group sent four men and one woman, Lucretia Mott, to the World Anti-Slavery Convention in London. Other American anti-slavery societies also sent women delegates.

Organizers of the conference considered women "unfit for public or business meetings" and believed they would harm the anti-slavery cause. When the question of seating female delegates arose, some clergymen shouted, "Turn out the women!"

▲ Elizabeth Stanton and Susan B. Anthony. (The Bettman Archive.)

Consequently, Lucretia Mott and the other American women were forced to listen in silence from the spectators' gallery.

Elizabeth Cady Stanton did not come to London as a delegate but as the bride of Henry Stanton, a prominent American abolitionist. In London, Mrs. Stanton met Lucretia Mott for the first time, and the two immediately became friends. They spent much of their time vigorously discussing women's rights. Before sailing back to America, they promised each other they would work together to organize a convention promoting the rights of women.

Back in Philadelphia, Lucretia Mott returned to her anti-slavery work, and Elizabeth Stanton was soon busy being a mother and housewife in Boston. Later, the Stantons moved to Seneca Falls in western New York. During the summer of 1848, eight years after the London convention, Mrs. Stanton learned that Lucretia Mott was to visit the area. Together with some others, the two friends decided to call a convention "to discuss the social, civil and religious conditions and rights of women."

On July 19, 1848, less than a week after Mrs. Stanton and Mrs. Mott announced their convention, about 250 women and 40 men assembled at a church in Seneca Falls, New York. Among the men was Frederick Douglass, the former slave, who was then publishing his own abolitionist newspaper in nearby Rochester. Even at this women's rights meeting, it was unthinkable for a woman to act as chairperson. Lucretia Mott's husband took on the role, and Mrs. Mott, the only woman present with public speaking experience, made the opening remarks.

Elizabeth Stanton then nervously read the main document of the convention: the Declaration of Sentiments. It began with a pointed re-wording of Jefferson's Declaration of Independence. "We hold these truths to be self-evident, that all men and women are created equal." It went on to include a list of injustices committed by men against women. Mrs. Stanton also read a series of resolutions calling for the legal equality of men and women.

The second day was taken up with discussion and debate. All the resolutions were unanimously approved except for number nine. This resolution declared that it was the duty of women to secure their right to vote. Even in this gathering of "free-thinkers," such a proposal was astonishing. Up to this time, no one had seriously advocated female suffrage.

It was Elizabeth Stanton's idea to include women's suffrage in the list of resolutions. Her husband (who fully supported the convention) tried to talk her out of it, but she refused to listen. Even Lucretia Mott had her doubts. "Thou shalt make us ridiculous!" the Quaker abolitionist warned. "We must go slowly." But this did not dampen Mrs. Stanton's spirit. At the convention she argued that women, empowered by the right to vote, were more capable of winning other rights. Frederick Douglass agreed with Mrs. Stanton. In

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an emotional speech, he declared that the right to vote was absolutely necessary for the freedom and equality of all people. In the end, resolution nine passed by a small margin.

One hundred men and women signed the Seneca Falls Declaration of Sentiments and Resolutions on July 20, 1848. At first, the newspapers ridiculed the "petticoat rebellion." But as the newspapers joked, interest in women's rights grew. Before long, state, regional and even national conventions were held to promote equal rights for women. New leaders, like Susan B. Anthony, emerged to carry the "woman issue" into the 20th century.

A glove maker named Charlotte Woodward was among the signers of the Declaration of Sentiments and Resolutions in 1848. She attended the Seneca Falls Convention out of curiosity and because she resented the law that gave her husband sole control over the wages she earned. As it turned out, she was the only woman from that convention still alive to vote when the Nineteenth Amendment went into effect 72 years later.

For Discussion and Writing

1. Angelina and Sarah Grimké argued that women were in many ways similar to slaves. What evidence from the article can you find to support this view?
2. How did the participation of women in the cause against slavery lead to the movement for women's rights?
3. Do you think Angelina Grimké did the right thing when she finally agreed with her husband to work against slavery before spending time and energy on the "woman issue"? Why or why not?

For Further Reading

Gurko, Miriam. *The Ladies of Seneca Falls, The Birth of the Woman's Rights Movement.* New York: Macmillan Publishing Co., 1974.

Lerner, Gerda. *The Grimké Sisters from South Carolina, Pioneers for Woman's Rights and Abolition.* New York: Schocken Books, 1971.

In the last issue of *Bill of Rights in Action*, on the front page, there appeared a reproduction of a painting captioned "The framers sign the Constitution, September 17, 1787." It is a painting by John Trumbell. Unfortunately, it is the wrong Trumbell painting. In actuality, it is his representation of the signing of the Declaration of Independence. Readers with sharp eyes will have noted that Thomas Jefferson is standing in the middle and will also remember that at the time the Constitution was signed, Jefferson was in Paris. We regret the error.

A C T I V I T Y

1. Assign a class member or small group to locate and reproduce a copy of the Seneca Falls Declaration of Sentiments. This document is reprinted in Miriam Gurko's book, *The Ladies of Seneca Falls*, as well as many other books on woman's history.
2. One or more students should first read aloud the introductory paragraphs from the Declaration of Sentiments. The entire class should then discuss the following questions:

   a. Why do you think the leaders of the Seneca Falls Convention decided to use Jefferson's Declaration of Independence as the model for their Declaration of Sentiments.
   b. Who has replaced King George III as the cause of injustice?

3. Continue reading aloud from the Declaration of Sentiments. Discuss the meaning of each of the grievances listed in the middle of the document. What facts from the article justify these grievances?
4. Next, meet in small groups, 4-6 students each, to decide which *one* of the grievances listed in the Declaration of Sentiments seems to be the most important. Each group should report its choice with reasons to the rest of the class. End this part of the activity with a vote to see which grievance the class as a whole believes to be the most important.
5. Finally, students should discuss in class or write an answer to this question: Do you think the Seneca Falls Declaration of Sentiments was fair? Why or why not?

The Search For Justice Continues:

"Separate But Equal"

On June 7, 1892, Homer Plessy, a black man, bought a ticket and boarded a railroad train in New Orleans. He took a seat in a car designated for "whites only." When he refused to move to a separate coach for black people, Plessy was arrested. He was tried and found guilty of violating a new Louisiana law that required racially segregated railroad cars.

Plessy's case eventually reached the U.S. Supreme Court in 1896. The lawyers representing him argued that the Louisiana railroad car law violated his rights under the Fourteenth Amendment. This constitutional amendment, passed soon after the Civil War, prohibits states from denying any citizen "the equal protection of the law."

All but one of the members of the Supreme Court decided that Plessy's equal rights had not been violated. The majority justices pointed out that both blacks and whites could ride in railroad coaches, although they were racially separate. The justices concluded that a law requiring "separate but equal" public facilities did not violate the Constitution.

One member of the Supreme Court, Justice John Harlan, sided with Plessy. Justice Harlan wrote a dissenting opinion, in which he stated that the Constitution must never allow laws to treat people differently because of their race. "Our Constitution is color blind," he said, "and neither knows nor tolerates classes among citizens. In respect of civil rights all citizens are equal before the law."

However, Justice Harlan's idea of a "color-blind" Constitution did not prevail in the *Plessy* case. At the heart of the Louisiana railroad car law was racial discrimination, and the Supreme Court allowed it.

Shortly after the *Plessy* case was decided by the Supreme Court, "separate but equal" legislation won

President Lyndon B. Johnson signs 1964 Civil Rights Amendment and shakes hands with Martin Luther King, Jr. (UPI/Bettman Newsphotos)

assage throughout the South, ontrolling almost every aspect of ublic conduct. Even outside the South, acial discrimination against blacks and ther minorities pervaded every level of merican life, especially in the area of mployment. "Last hired, first fired," ecame a phrase well known to the lacks. In many cases, entire ccupations were "off limits" to lacks, especially skilled jobs like arpentry and plumbing. To become an pprentice in such trades, a man had to oin a union. Very often the unions efused to admit blacks into their ranks, rcing blacks, and other racial inorities, to work in the lowest-aying, unskilled jobs.

By 1940, blacks and other inorities in the United States had in any ways been abandoned by the onstitution. Far from being "color-ind," the Constitution had become color-conscious" in permitting all rts of racial inequality. In fact and in w, millions of Americans occupied a atus in society not much above that of avery.

The Color-Blind Constitution

Soon after the United States ntered World War II in 1941, black bor leader A. Philip Randolph reatened to organize a "march upon 'ashington" to protest racial scrimination. "What have Negroes to ght for?" he asked.

Shortly before the planned march, President Roosevelt met with Randolph. As a result of this meeting, Roosevelt issued an executive order prohibiting any discrimination by employers with defense or other government contracts. This order, signed on June 25, 1941, was the first important step by the federal government to end the system of racial discrimination that had become so much a part of American life.

During the war, hundreds of thousands of young blacks served in the armed forces, often in segregated units with white commanders. Their heroism and dedication to duty forced many Americans to rethink the issue of color barriers once the war was over. Also, returning black veterans were often unwilling to accept the old rules when they got home.

Black civil-rights organizations began challenging the "separate but equal" laws repeatedly in the courts. Finally, in 1954, the U.S. Supreme Court ruled that racially segregated schools violated the "equal protection" provision of the Fourteenth Amendment.

In the famous *Brown v. Board of Education* decision, Chief Justice Earl Warren wrote, "in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal." With these words, the Supreme Court overturned the 1896 *Plessy* decision. After nearly 60 years, Justice Harlan's "color-blind" Constitution became a reality.

With the established principles of the *Brown* case, the Supreme Court decided case after case, eliminating racial segregation laws in transportation, public accommodations, employment and other areas. Finally, in 1964, Congress tried to legislate the final blow against racial discrimination in America. The Civil Rights Act of 1964 opened restaurants and other public places to all people regardless of race, religion, national origin or sex. The act also outlawed discrimination by employers in hiring, training or firing workers.

Affirmative Action

The same year Congress passed the Civil Rights Act, black civil rights leader Whitney Young wrote, "our basic definition of equal opportunity must include recognition of the need for special efforts to overcome serious disabilities resulting from historic handicaps." Young seemed to be saying that because of slavery and discrimination in the past, black people faced overwhelming economic problems and needed special help. According to this view, black and other minority workers deserved "preferential treatment" in order to allow them to compete and catch up with whites in the economy.

In 1965, President Johnson signed an executive order requiring businesses with federal contracts to hire more minority workers if they were "underutilized." For example, if blacks made up 10 percent of the labor force in a city, and only 5 percent of a federal contractor's employees in that city were black, then the contractor would have to take steps to close the gap or lose the contract. This type of plan became known as "affirmative action," since it required an employer to do more than simply not discriminate. In fact, employers were now being asked to take race into account when hiring workers.

Affirmative-action plans quickly spread. Supporters of affirmative action saw it as a method to more quickly bring minorities into the labor market and up the job ladder. The ultimate goal was to promote minority employment in all sectors of the economy at a percentage similar to their minority representation in the labor force.

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Opponents of affirmative action criticized programs that, once again, made race a factor in deciding who got hired and promoted. According to this view, minorities were being "preferred," not discriminated against. What about white workers? Were not they now being overlooked—even discriminated against—because of race? What happened to the "color-blind" Constitution?

Affirmative Action and the Supreme Court

The Kaiser Aluminum and Chemical Corporation opened a plant in Gramercy, Louisiana, in 1958. At first, the company followed local custom and hired mainly white workers for its skilled, high-paying jobs. Then, in 1974, Kaiser and the workers' union agreed to implement an affirmative-action plan. The plan was designed to increase the number of black workers in the plant's high-level, skilled jobs.

Under the terms of the affirmative-action agreement, one black worker had to be admitted into the on-the-job training program for every white worker who was accepted. To do this, Kaiser established separate lists of qualified white and black workers. Trainees were selected from these lists according to seniority. During the first year, 13 training positions opened up. The company chose seven blacks and six whites to fill these positions.

Brian Weber was on the "white list." He was not selected because the six training spots reserved for whites had already been taken by men more senior than he. Yet, two of the seven black workers who did get into the training program had less seniority than he did, because until recent times, few blacks had been hired by the company.

Brian Weber decided to take his case to court. His lawyers claimed that he had been the victim of racial discrimination prohibited by the Civil Rights Act of 1964:

> It shall be unlawful employment practice for any employer, labor organization, or joint labor-management committee controlling apprenticeship or other training or retraining, including on-the-job training programs, to discriminate against any individual because of his race, color, religion, sex, or national origin.

Weber was not a member of any minority group, but he believed he had been discriminated against because of his race—because he was white. Some began to refer to his situation as "reverse discrimination."

▲ Brian Weber on steps of U.S. Supreme Court in 1979. (UPI/Bettman Newsphotos.)

The U.S. Supreme Court decided the Weber case in 1979. Writing for the majority, Justice William Brennan admitted the actual words of the Civil Rights Act appeared to forbid race as a factor in selecting workers for job training programs. However, Justice Brennan continued, the "spirit" of the 1964 law did allow employers and unions to voluntarily develop plans to improve the opportunities of minority workers. This, after all, was the real purpose of the Civil Rights Act, Brennan concluded.

Affirmative Action and Women

Recently, women too have claimed that they have a case for affirmative action. They point out that, like racial minorities, women have traditionally occupied low-level, low-paying jobs.

In December 1978, the Santa Clara County (California) Transportation Agency adopted an affirmative-action plan. The plan called for the agency to consider gender as one factor in making promotions for jobs where women were significantly underrepresented. At this time, none of the agency's 238 skilled craft jobs had ever been held by a woman.

A year later, the transportation agency announced a vacancy for one of its skilled craft jobs: road dispatcher. Dispatchers assign road crews, equipment and materials, as well as keeping road maintenance records. A dozen employees applied for this job, including Paul Johnson and Diane Joyce. Johnson had been an employee since 1967 as a maintenance yard clerk. He had also been employed earlier by a private company as a dispatcher. Joyce was first hired in 1970 by the transportation agency as a clerk. However, in 1975, she became the first female road maintenance worker in the country.

After being interviewed, the candidates for the dispatcher job narrowed down to Paul Johnson and Diane Joyce. Johnson ended up with an interview score of 75; Joyce's score was 73. Both were certified as eligible for the job.

A second interview before three agency supervisors took place. The supervisors recommended to the director of the transportation agency that Paul Johnson should get the job. However, before the director made his final decision, the coordinator of the county's affirmative-action office recommended that Diane Joyce should be the one to be promoted. The coordinator pointed out the agency's record of never hiring a woman for dispatcher or any other skilled craft job. The agency director then decided to make Diane Joyce the dispatcher. Paul Johnson believed that he had been discriminated against because of his sex. Like Brian Weber, Johnson took his case to the courts claiming that his rights, under the Civil Rights Act of 1964, had been violated. □

For Discussion and Writing

1. What were the "separate but equal" laws?
2. Explain the difference between a "color-blind" and a "color-conscious" constitution.
3. If you had been a member of the U.S. Supreme Court in 1979, how would you have decided the *Weber* case and why?
4. Write a definition of "affirmative action." What would you say is the main argument for this idea? What do

you think is the main argument against it? Do you favor or oppose "affirmative action"? Why?

5. Do attitudes about affirmative action depend on whether one is a white male, or a female, or a racial minority group member? If so, should they depend on this factor? Why or why not?

For Further Reading

Eastland, Terry and William J. Bennett. *Counting By Color, Equality from the Founding Fathers to Bakke and Weber.* New York: Basic Books, 1979.

Middleton, Michael. "The Dilemma of Equality." *Update.* Spring 1987, pp. 21+.

A C T I V I T Y

Joyce v. Johnson: A Classroom Debate
In this activity your class will debate this question: WHO SHOULD HAVE BEEN PROMOTED TO DISPATCHER; DIANE JOYCE OR PAUL JOHNSON?

1. Divide the class into three groups: one to argue Diane Joyce's side, one to argue Paul Johnson's side and one to judge the debate. The last group should have an equal number of males and females.
2. Preparing Arguments:
   a. *For Diane Joyce:* Members of this group should prepare by reviewing the facts of the case, arguments against and for affirmative action raised in the article, and the result of the *Weber* Supreme Court decision.
   b. *For Paul Johnson:* Members of this group should prepare by reviewing the facts of the case, arguments against affirmative action raised in the article, and the Civil Rights Act of 1964.
3. Next, each of the two groups above should appoint 1-3 debaters to present the arguments for their side to the judges.
4. The Debate:
   a. The judges should choose a chief judge to act as the debate moderator.
   b. The debaters (starting with Diane Joyce's side) should state their arguments to the judges. The judges may interrupt to ask questions at any time.
   c. After the debaters from each side have made their presentation, members of the opposite group may ask questions or make counter arguments to the judges.
   d. After both presentations have been made, the debaters (ending with Paul Johnson's side) will have one minute to sum up.
   e. The judges should then meet in private, discuss the debate, and decide by a simple majority vote which side should be declared the winner. A tie is also acceptable.
   f. The judges now have the obligation to explain their individual votes. Each judge should also write an explanation of his or her vote for homework. The remaining students should write an evaluation of the decision from their own personal point of view.

* * * * *

The U.S. Supreme Court decided the legal issues in this case in favor of Diane Joyce. An article on the 6-3 decision plus major excerpts from both the majority and dissenting opinions may be found in the March 26, 1987 issue of the *New York Times*.

To Establish Justice

U.S. Government

2087: A Time For Second-Degree Citizenship

The year is 2087. The United States is celebrating the tricentennial of the Constitution. But, since the last time Americans held such a celebration back in 1987, the world and the United States have changed a great deal. This description of the world and the United States 100 years from now is based on projections and informed assumptions from several sources. Some of the population trends identified in the article are already under way. They may or may not result in the problems forecasted in this hypothetical, futuristic speculation.

The Decline of the West

Starting in the 1970s, most western democratic nations began to experience a decline in birth rates. More specifically, married couples were not even replacing themselves with two children. Consequently, each succeeding generation produced even fewer offspring. In 1985, the western democracies had a combined population of 732 million persons. Today, in 2087, about 580 million people live in the west.

While the number of people in the west was declining, the rest of the world experienced a population boom. The Soviet Union and its industrialized satellites saw their populations increase from 390 million in 1985 to 520 million in 2087. Even more dramatically, the poor "Third World" nations exploded with people: from 3.6 billion (1985) to 9.5 billion (in 2087). The "population superpowers" of today are countries like China, India and Mexico.

Currently, in 2087, the Third World and Soviet bloc countries make up 95 percent of the world's population. The west, which had 15 percent of the world's people in 1985, now has only 5 percent in 2087. The U.S. share decreased from 5 percent to .02 percent during the same period of time.

For centuries the western nations dominated world economic development, technology and commerce. Moreover, western culture and values, such as political freedom, were admired by the rest of the world. Democracy became the shining model of government. But now, in 2087, these conditions have changed.

Today, the vast majority of people in the world live in undemocratic countries—even brutal dictatorships. Most individuals strive each day just to survive and have little understanding or

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interest in such things as freedom of the press or equal rights for women. Children commonly grow up hungry, unhealthy and illiterate. Wars, revolutions and terrorism occur regularly.

The western democracies, with their shrinking 5 percent of the world's population, have become like medieval castles, isolated and surrounded by the forces of poverty and despair. With their declining populations and smaller tax bases, these nations are finding it difficult to maintain large enough armies and the sophisticated weapons systems necessary to defend their ways of life.

A Changing America

America's population reached its peak in 2030 with 290 million people. After that, the population decline experienced earlier by most western European nations began to occur here. Birth rates went down because of more women working, delayed marriages, an increase in divorces and many other factors.

By 2050, the number of people in the United States had decreased by 5 million and continued falling, causing some serious economic problems. The demand for new houses and other types of construction diminished. Many manufacturing and retail firms went out of business. The American automobile industry disappeared entirely. With fewer workers in the labor force to pay taxes, Social Security and Medicare benefits had to be cut for large numbers of elderly people.

Over the next 20 years, the population decrease worsened. The U.S. lost a net total of 10 million people. America also apparently entered a period of permanently low economic growth.

In 2076, the tricentennial of the Declaration of Independence, the United States made a difficult and pivotal decision. Congress passed and the president signed a law that increased the number of immigrants legally allowed into the country each year from 450,000 to 1.5 million. Americans realized that without more people, the country would become progressively weaker, both economically and militarily.

The Immigration Act of 2076 has now been operating for more than 10 years. During this time most of the new immigrants have come from Third World countries, mainly Latin America. They are hardworking and have revived the country, yet many are poorly educated, unskilled and unfamiliar with the way democracy works. Because the new immigrants have a higher birth rate than native Americans, the U.S. population is beginning to grow again.

▲ Third world poverty and economic conditions promote immigration to the United States. (Reuters/Bettman Newsphotos.)

The new immigration policy is starting to change the face of America. Hispanics have replaced blacks as the largest ethnic minority in the country. They now are a majority population group in several states, including California. Nationwide, Americans of European ancestry account for little more than 50 percent of the population. If current trends continue, this group will shortly become a minority in American society.

The changing population of America has brought about some profound consequences. The recent immigrants seem very reluctant to give up their native languages and cultures. In some cities like Miami and San Francisco where immigrants are highly concentrated, locally elected school boards have required classes to be taught only in Spanish or Chinese. Some city councils with a majority of newly naturalized citizens have demanded that more municipal jobs go to immigrant workers, especially males. In Congress, bills have been introduced calling for ethnic festivals to be declared national holidays. Traditional American holidays, like Thanksgiving Day and even the Fourth of July, seem to be fading in importance. America in 2087 is rapidly becoming a nation of diverse language, cultures and traditions.

The Second Class Citizen Law

In 2087, a newcomer to America may apply to become a naturalized citizen after living legally in the country for five years. To become a full citizen an immigrant must pass an English literacy test as well as an exam in American history and government; then he or she must take an oath of allegiance to the United States.

Concerned that our traditional way of life is gradually disappearing with the changing population, some members of Congress have proposed a new naturalization amendment to the United States Constitution. Basically, the amendment would create two degrees of citizens. The first-degree would include all current citizens, native and naturalized. They would continue to enjoy all the traditional

rights and privileges of Americans. Second-degree citizens would consist of all immigrants entering the country after passage of this amendment. They would be guaranteed many rights, but denied others such as the right to vote.

The idea behind this proposed amendment isn't entirely new to American history. At the Constitutional Convention in 1787, George Mason from Virginia said he was all for "opening a wide door for immigrants," but he did not want "to let foreigners and adventurers make laws for and govern us." Supporters of the "Second-Degree Citizen Amendment" believe that it is necessary in order to preserve our traditions and political heritage established by the Founding Fathers at Philadelphia in 1787. □

For Discussion and Writing

1. Why did the United States pass the Immigration Act of 2076?
2. Why do the supporters of the proposed naturalization law of 2087 want to create two classes of citizens?
3. Do you think it is right for a nation to insist on preserving its traditions and culture, or should these things be allowed to change with a changing population? Explain.
4. If you were an immigrant to the U.S. from Mexico, how would you feel about the "Second-Degree Citizenship Amendment?"

For Further Reading

Lamm, Richard D. and Gary Imhoff. *The Immigration Time Bomb, The Fragmenting of America.* New York: Truman Talley Books, 1985.

Wattenberg, Ben J. *The Birth Dearth, What Happens When People In Free Countries Don't Have Enough Babies?* New York: Pharos Books, 1987.

A C T I V I T Y

The Second-Degree Citizen Amendment
Below is a list of rights (A) that all adult immigrants will have upon legally entering the United States under the proposed "Second-Degree Citizen Amendment" of 2087. Next to this list is another (B) including those rights that all new immigrants will permanently be denied.

A. Rights Guaranteed

1. no discrimination in employment
2. union membership
3. unemployment benefits
4. Social Security/Medicare
5. welfare benefits
6. public housing
7. enlistment in armed forces
8. admission to public universities
9. public schools for children
10. ownership of property
11. no discrimination in public accommodations
12. all constitutional rights except those listed under B

B. Rights Denied

1. voting at all levels of government
2. election to any public office
3. appointment to any public office
4. affirmative action in employment of college admissions
5. appointment to any U.S. military academy

Imagine that you have been appointed to serve on a special "Citizen's Advisory Group" by a member of the U.S. House of Representatives, to help Congress decide whether to support or oppose the "Second-Degree Citizen Amendment." The purpose of your group is "to assess the impact the proposed amendment will have on the United States and its traditions," by answering questions submitted by the Congressperson. To complete your task, follow these steps:

1. Divide into groups of four students. One student will act as chairperson, one as recorder, another as spokesperson and the last as writer. The writer will order and write up the recorder's notes for presentation by the spokesperson.
2. Review the previous article and the list of rights included in the "Second-Degree Citizenship Amendment."
3. Discuss and answer the following questions as a group.

   • What effect might the proposed amendment have on:
   a) The U.S. economy
   b) America's traditional open attitude towards immigrants and naturalized citizens
   c) Social harmony between different ethnic groups in the United States
   d) The value system inherent in the U.S. Constitution

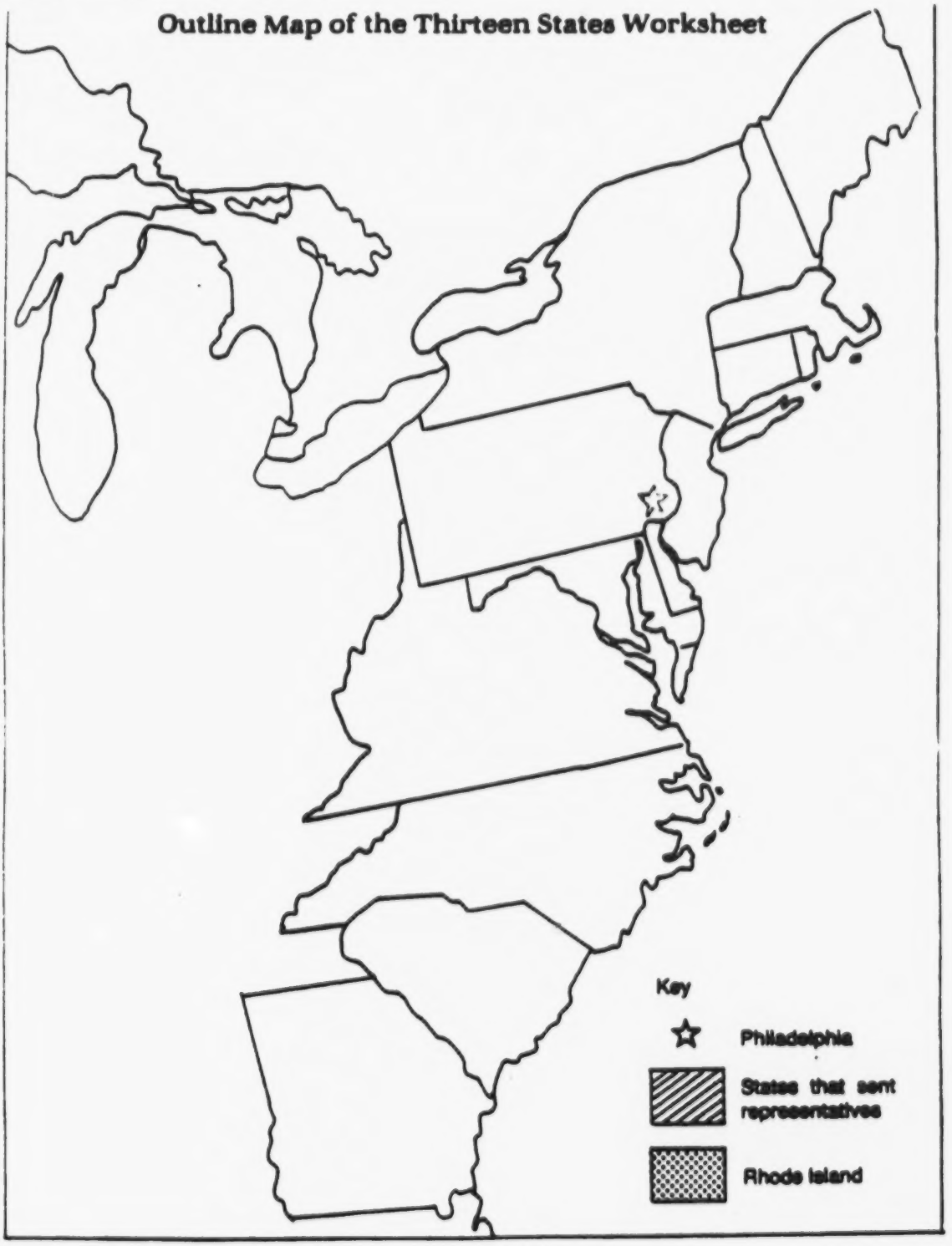
Note: Each group member must identify at least *one* effect for each category.

   • If such an amendment were adopted, should any rights be dropped or added to either side of the lists? Why?

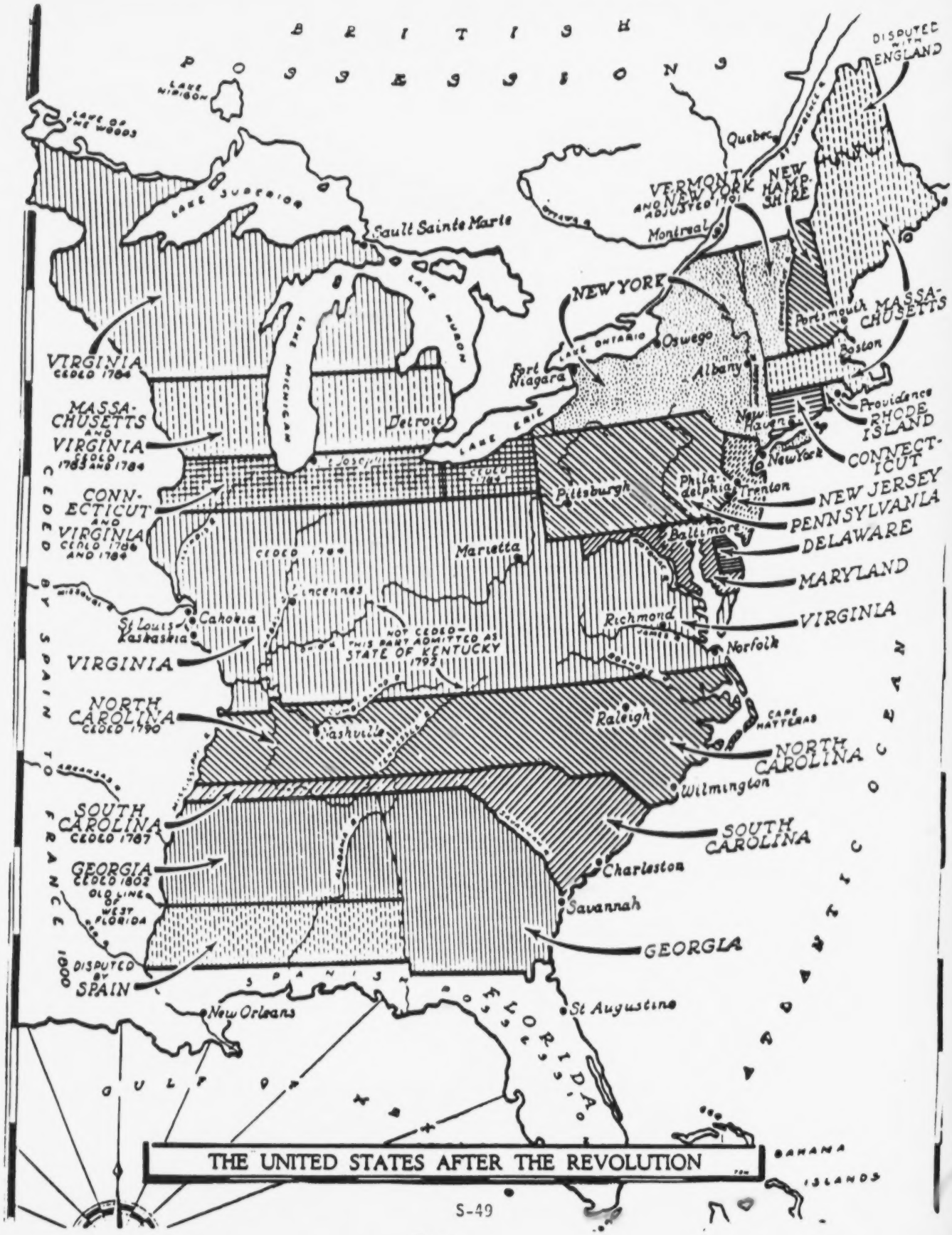
4. Develop a brief presentation on your findings for the spokesperson to give to the rest of the class. After all the groups have given their presentations, discuss the following question: Is this legislation a sound idea for America in the year 2087? Why or why not?
5. For homework, write an essay defending your position.

Name _____

Outline Map of the Thirteen States Worksheet

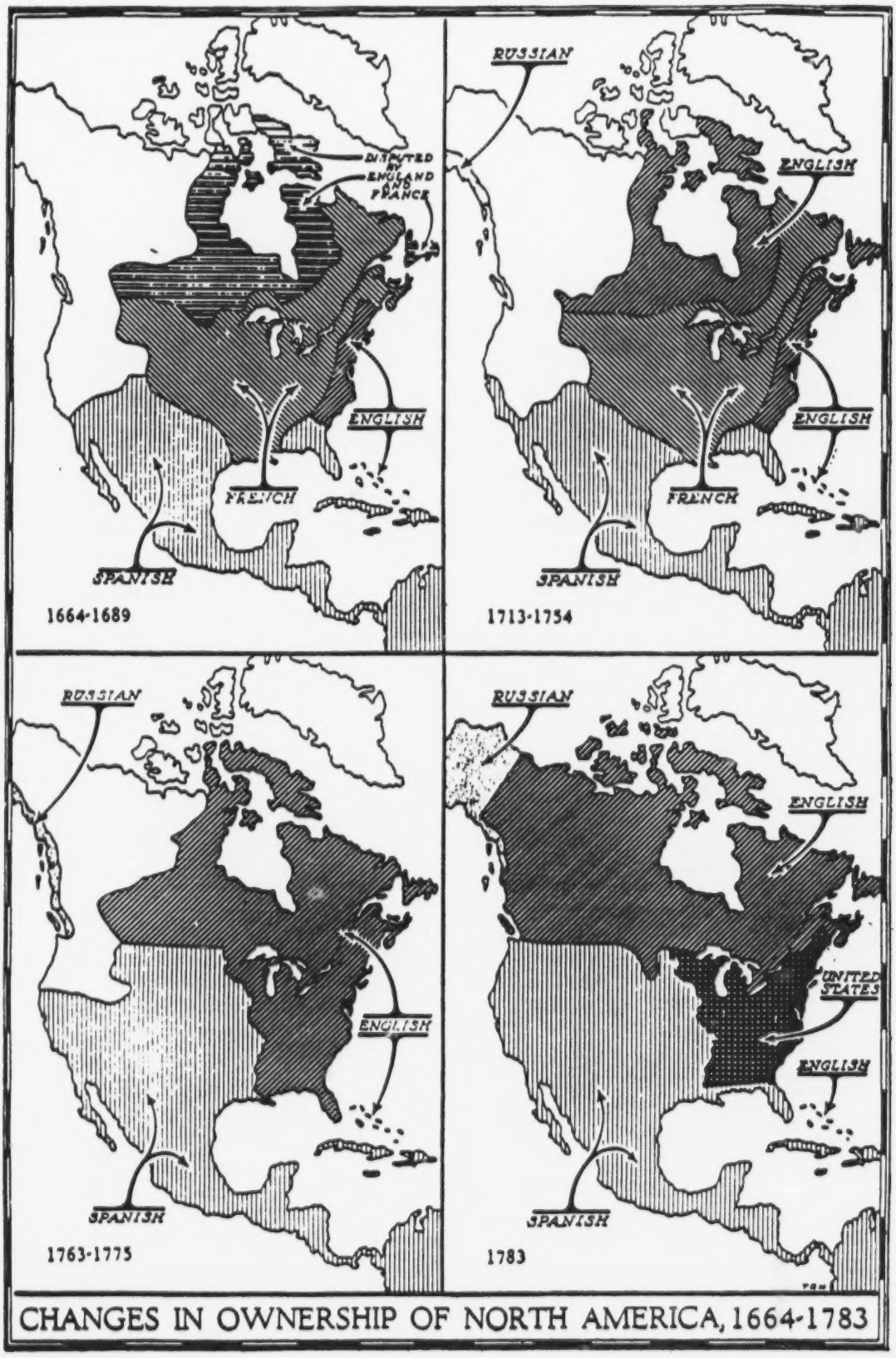


S-48



THE UNITED STATES AFTER THE REVOLUTION

S-49

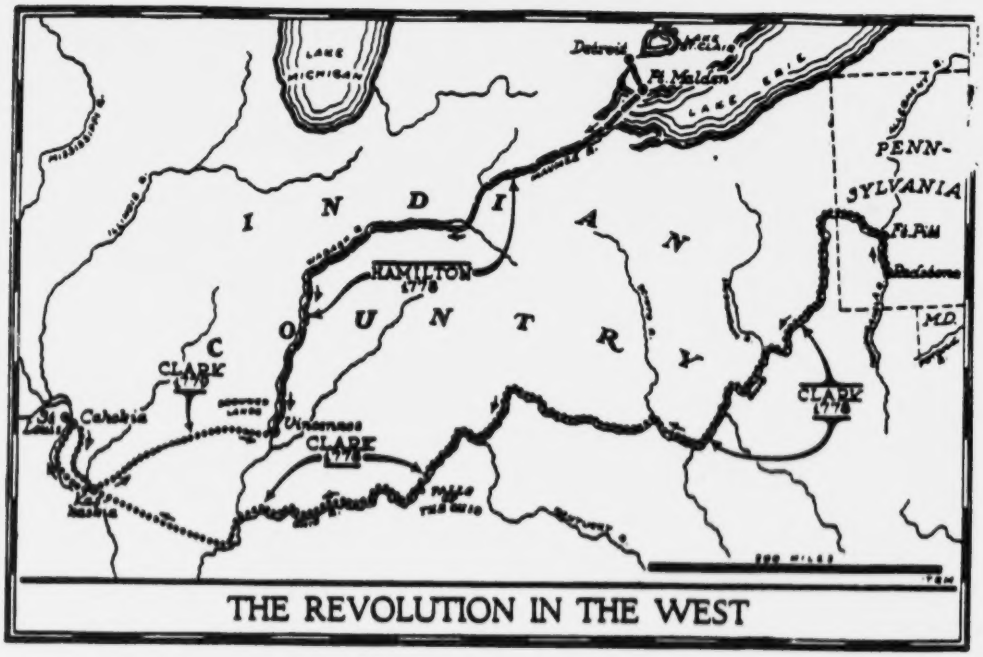


CHANGES IN OWNERSHIP OF NORTH AMERICA, 1664-1783

S-50

THE REVOLUTION IN THE EAST

S-51



THE REVOLUTION IN THE WEST

AMERICA: ITS HISTORY AND PEOPLE

New York Celebrates Ratification of the Constitution. The "federal ship," *Hamilton*, in a New York City parade fittingly acknowledged Hamilton's leadership in securing ratification. The full-rigged man-of-war with "thirty-two guns, with a crew of thirty men. . . , and drawn by twelve horses, attracted a continuous gaze of admiration from the throngs." (New York Public Library.)

About Our Constitution 1787 - 1987

In celebration of the bicentennial year of the United States Constitution, the National Education Association and the National Council for the Social Studies prepared a special packet of teaching materials to assist elementary teachers in making the Constitution come alive for every student. The lesson plan packet, About Our Constitution, focuses primarily on the concepts and provisions of the Constitution, although there are also some sections related to the history of the period.

There are 10 lesson plans, and appropriate work sheets, for grades K - 3, and seven lesson plans, with appropriate work sheets, for grades 4 - 6. The NEA provided a packet of lesson plans to each local association. We are especially grateful that the NEA has graciously given us permission to reproduce the entire packet for inclusion in this resource guide. Those lessons follow.

1: HOW OLD IS 200?

Main Concepts

- A Bicentennial is 200 years.
- 1987 is the Bicentennial of the Constitution of the United States.

Materials

- Two hundred of some item such as pennies, buttons, peanuts or anything that children can handle to see "how much" two hundred is.

Strategy

Step 1—

Ask the children, "Who is having a birthday this month? How old will you be? If all our ages were added together we might be able to put 200 candles on our class birthday cake."

Step 2—

Put the two hundred pennies on a table. Discuss how much two hundred is by having children count; group the pennies by tens or put the pennies in a bag and feel the weight.

Step 3—

Tell the children that two hundred years ago people who lived in the United States needed new rules for their government. These rules for our government became the Constitution. The Constitution tells who will be in charge and how they must make our laws. The Constitution written in 1787 has stood the test of time. As our society's needs have changed, the Constitution has grown with additions (amendments) and new interpretations. Have the children say/write the word Constitution.

Step 4—

The Constitution is 200 years old. Tell the children that a 200th birthday is called a Bicentennial. No living person has a Bicentennial. Have the children say/write the word bicentennial.

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2: MAKING RULES AND MEETING IN GROUPS

Main Concepts

- Rules help people work together.
- Rules need to be clearly stated, fair and enforceable.

Materials

- None needed.

Strategy

Explain to the children that they will be meeting in groups or "conventions" to plan how the class will celebrate the 200th birthday of the United States Constitution. Tell the children that they need to make class rules to help them work in a group. Ask the children to suggest rules; write them on the chalkboard. Help them think of ideas by asking any of the following questions:

- how many people can talk at the same time?
- can we talk in voices that we use on the playground?
- how do we all get a turn to speak at the convention?
- how can we talk in a group and be fair to everyone?

Help the class set a few basic rules and leave them posted. Once the class agrees on the rules for working together they will use these rules in the next activity.

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3: WE THE PEOPLE PROPOSE A CONSTITUTIONAL CELEBRATION

Main Concepts

- Under the Constitution the people elect representatives to speak for them.
- In a democracy all ideas are considered in making decisions.

Materials

- None needed.

Strategy

Step 1—

Have the children brainstorm ways that the class might celebrate the 200th birthday of the Constitution. All of their suggestions must be things the class can actually do.

Make a list on the board. (Ideas: a birthday cake; a wall or door poster; a bulletin board display; a birthday card; a slogan; stickers; an assembly; a song; a field trip; a speaker.)

Step 2—

Divide the class in half. Tell the children that each group will choose two ideas from the list to present to the class. Help each group choose its favorite ideas for a celebration and select one person to present its ideas to the rest of the class. (Option for Grades K-1: The teacher may wish to designate the spokesperson and have the group choose only its ideas.) Once each group has completed their decisions they will be using them in the next activity.

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4: WE THE PEOPLE DECIDE ON A CONSTITUTIONAL CELEBRATION

Main Concepts

- In a democracy decisions are made by majority rule.
- Voting is used to know the majority choice.

Materials

- None needed.

Strategy

Step 1—

In this lesson children will be voting on the Constitutional celebration ideas. Tell them to vote for the idea they like the best. Make sure the children understand they don't have to vote for their group's idea.

Step 2—

Have each group's representative tell the class about that group's two ideas. Write these on the board.

Step 3—

Explain that the idea that gets the most votes is the winner by majority rule. Review the suggestions before the children vote by a show of hands.

Step 4—

Have a bar graph on the board using different colors for each of the four choices. To demonstrate majority rule have the children vote for their choice, count the votes and color the bar graph on the board. (Option for Grades K-1: Have colored paper squares cut out to fit the bar graph. As each vote is counted, attach a square to the bar graph with tape.)

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5: CELEBRATING THE BICENTENNIAL OF THE CONSTITUTION

Main Concepts

- Culminating and summarizing activity for Activities 1-4.

Materials

- Whatever is needed for your class celebration.

Strategy

Review the Constitutional concepts and citizenship skills that the children have experienced in Activities 1-4. In the previous four activities the children have had an opportunity to speak their minds, vote their choices, compromise and take part in their society. Now the children should see that this process leads to carrying out a decision. Discuss how democratic actions helped them reach their decision fairly and conduct the celebration activity.

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6: MAKING LAWS

Main Concepts

- Laws "establish justice" and "insure domestic tranquility."
- Laws must be fair, clearly stated and enforceable.

Materials

- "Making Laws" worksheet (class set) — Activity Worksheet A.

Strategy

Step 1—

Give each student a copy of the worksheet and allow a few minutes for them to look at the picture. For older children, ask them to write three things in the picture that need to be corrected. Younger children may say these things in a class discussion.

Step 2—

Ask the class, "Can a law solve these problems?" Explain that a law should be fair to everyone, it should be easy to understand and it should tell you what will happen if you break the law. Ask the children to suggest laws that would be good for the community in the picture. Write their suggestions on the board.

Step 3—

Review each suggested "law" by asking the children if they think it is fair (why or why not?), if it is easy to understand and if it is enforceable. Explain that this is what our legislators do.

Step 4—

Tell the children to pretend they are legislators and have them vote on the best laws from the suggestions. (See Activity 4 for procedure for voting.)

Optional Activity — Rewrite the suggestions they didn't like.

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7: VOTING IS USED TO MAKE CHOICES

Main Concepts

- Voting is a Constitutional right and responsibility.
- Voting is a fair way to make choices.

Materials

- Class set of voting cards/hands. Can be reproduced from the sample in this kit or children can make their own — Activity Worksheet B.
- Bulletin board or pegboard.
- Pictograph bar graph (optional) — Activity Worksheet C.

Strategy

Step 1—

Begin by asking questions such as, "If your mother says you can have an apple or raisins for a snack, how do you decide? If your teacher says you can decide to have outdoor or indoor recess, how do you decide?" Ask the children what is different about these two decisions (the first affects only the child himself, the second affects other people as well). Discuss voting and making choices and how real-life voting affects many people. Voting may be done many ways—for example, by hand, voice or ballot.

Step 2—

Give each child a "voting hand" or have them make their own and cut them out. Put their names on the hands. (If possible, laminate the "hands" as the activity can be continued indefinitely.)

Step 3—

Divide the bulletin board or pegboard into half and label the two sides. The labels may be for any number of choices: types of lunches, milk or no milk, choice of activity for a free period, which story will be read to the class.

Step 4—

Hold votes on a regular basis. Present two choices and post the options on the board. Allow children to hang their "hand" on the side they choose.

Optional Activity — You may want to use this opportunity to learn bar graphing. This can be accomplished by making bar graphs for each vote on paper. Students color the column representing the votes for each option as shown in Activity Worksheet C.

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8: WORDSEARCH

Main Concepts

- Familiarity with Constitutional terms and people, places and items from 1787.

Materials

- "Wordsearch" worksheet (class set) — Activity Worksheet D.

Strategy

Step 1—

Discuss the terms that will be found in the "Wordsearch."

Step 2—

Distribute the worksheet and have students complete it. Review.

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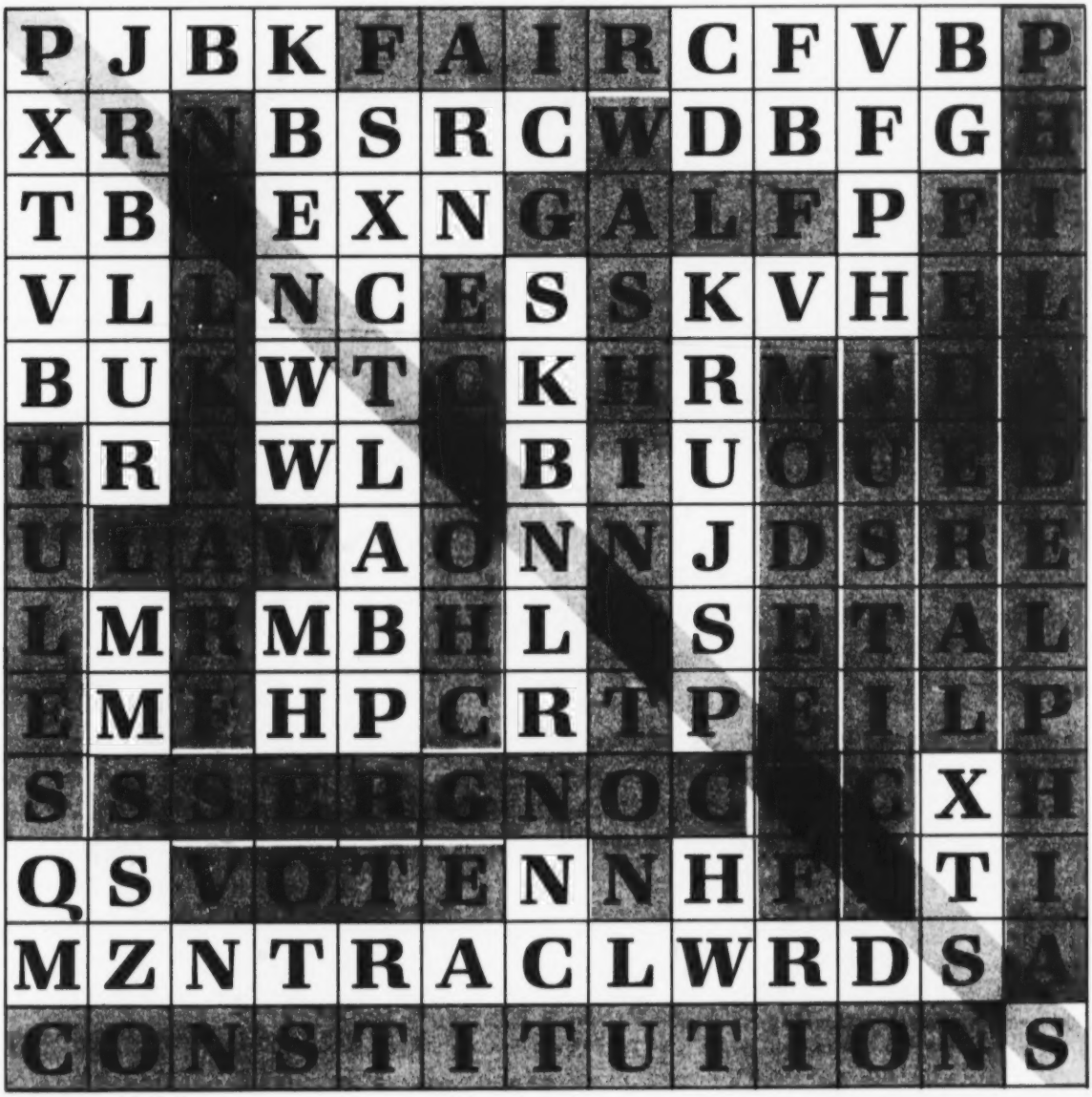
ACTIVITY WORKSHEET D

ANSWER SHEET

WORDSEARCH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X R N B S R C W D B F G H
T B E X N G A L F P E I
V L N C E S S K V H E L
B U W T C K H R M
R R W L B I U O U L
U L A W A O N N J D S R E
L M R M B H L S E T A L
E M H P C R T P E I L P
S S S E R G N O C C X H
Q S V O T E N N H T I
M Z N T R A C L W R D S A
C O N S T I T U T I O N S

- FRANKLIN
- WASHINGTON
- FLAG
- LAW
- CONGRESS
- FREEDOM
- VOTE
- RULES
- CHOICE
- FAIR
- CONSTITUTION
- JUSTICE
- PRINTING PRESS
- FEDERAL
- PHILADELPHIA

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9: MAP OF THE THIRTEEN STATES

Main Concepts

- The Constitutional Convention was held in Philadelphia.
- Twelve states sent convention delegates (Rhode Island did not).

Materials

- "Thirteen States" worksheet (class set) or a transparency of it for teacher demonstration — Activity Worksheet E.

Strategy

Option 1—

Give each child a map worksheet and point out the key symbols. Tell the children to use the symbol marking to shade the twelve states that sent delegates to the Constitutional Convention. Put a star on Philadelphia, the location of the Constitutional Convention. Correctly mark Rhode Island which did not send a delegate. Students can also write the abbreviation for each state on the map.

Option 2—

The teacher may use the transparency and conduct the activity with the full group.

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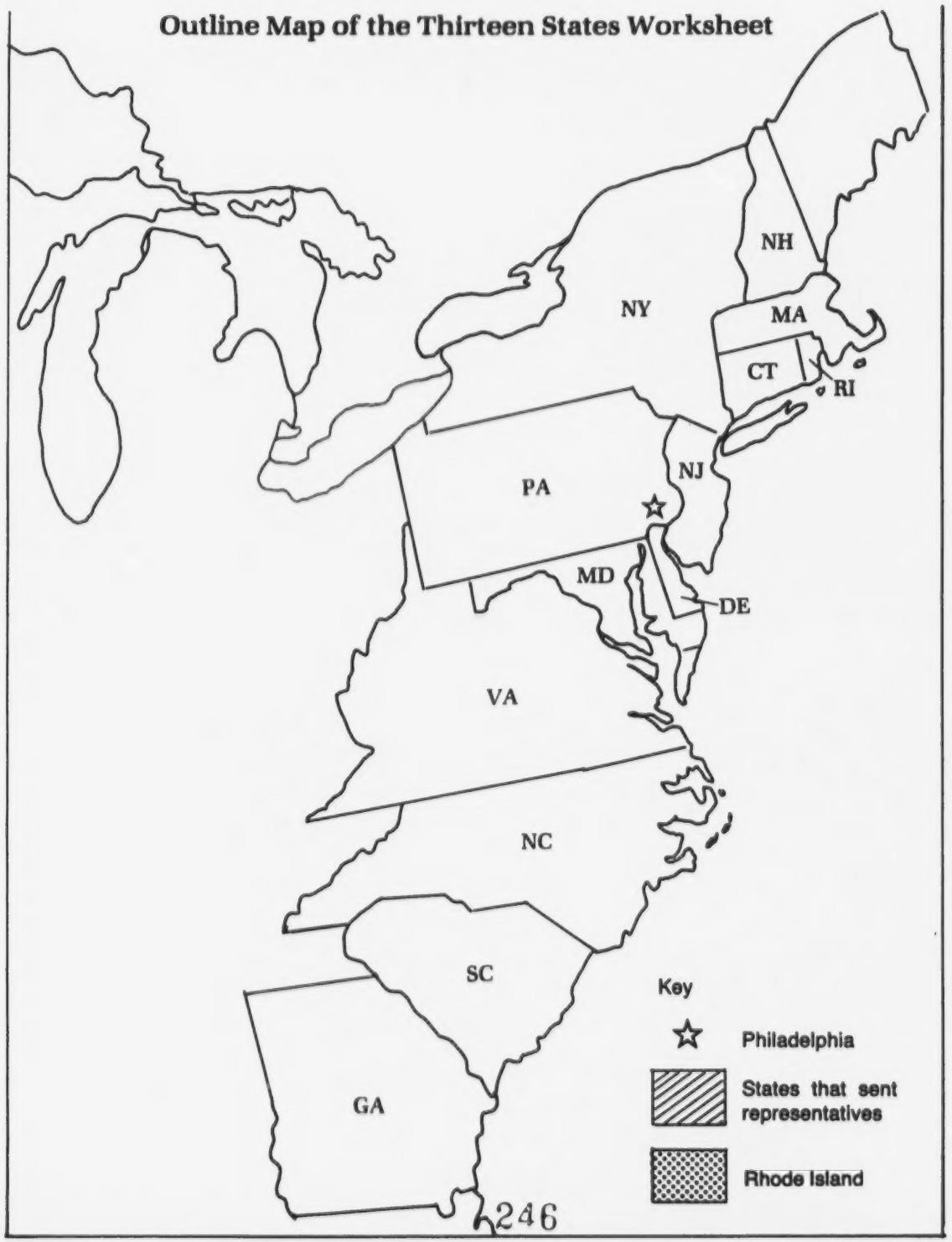
ACTIVITY WORKSHEET E

ANSWER SHEET



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10: THE CONSTITUTION IS IN OUR LIVES TODAY

Main Concepts

- The Constitution is important in our time and influences our lives today.

Materials

- "Vocabulary" worksheet (class set) — Activity Worksheet F.

Strategy

Talk about national laws which all Americans must obey. Examples — people cannot print their own money; letters are mailed with a stamp; there is a speed limit on highways; we use the same ways to weigh and measure things. Use the vocabulary worksheet as a review; children cut out the pictures and paste next to the word.

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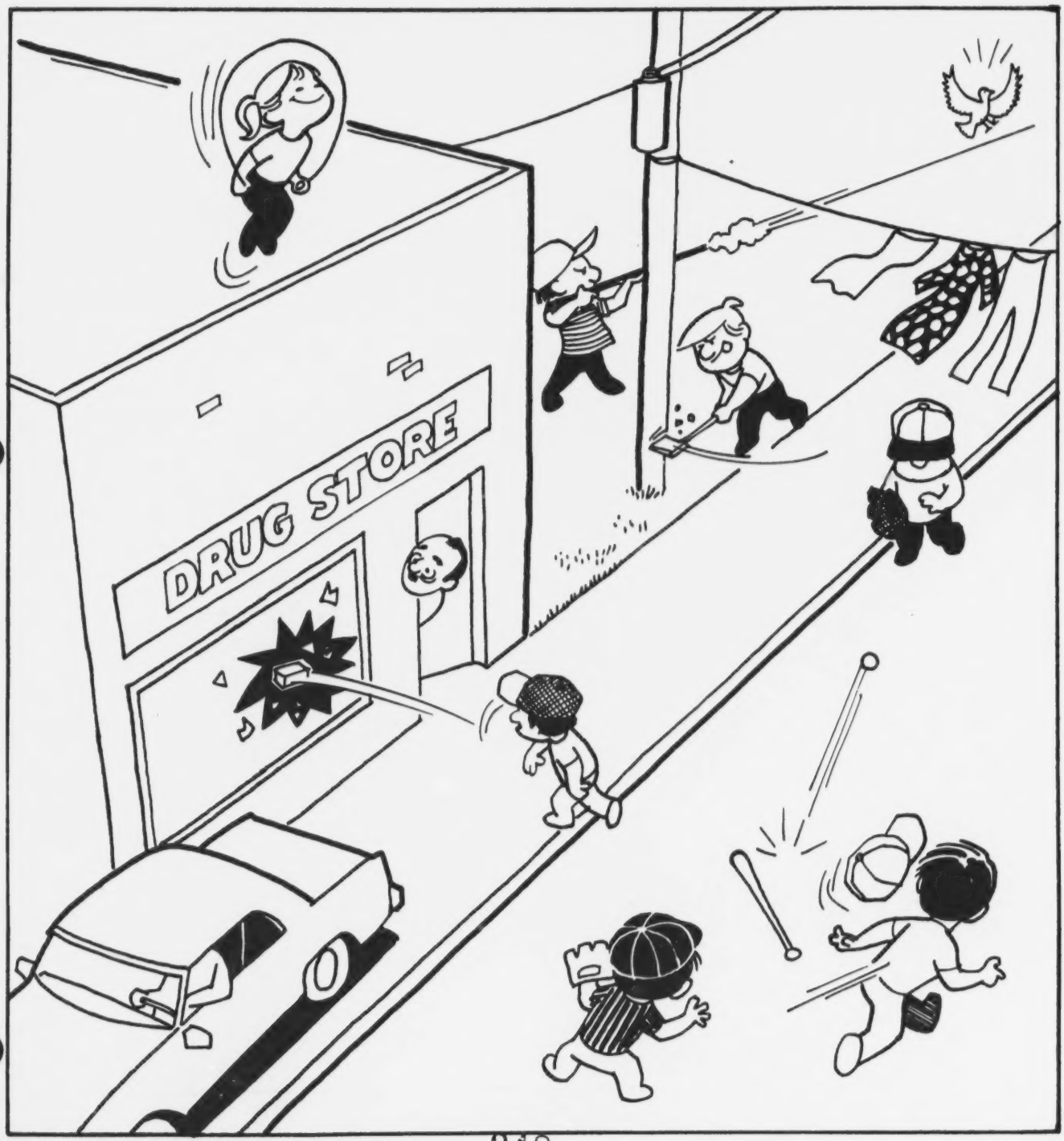
ACTIVITY WORKSHEET A

Name _____

MAKING LAWS WORKSHEET



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ACTIVITY WORKSHEET B

MY HAND FOR VOTING

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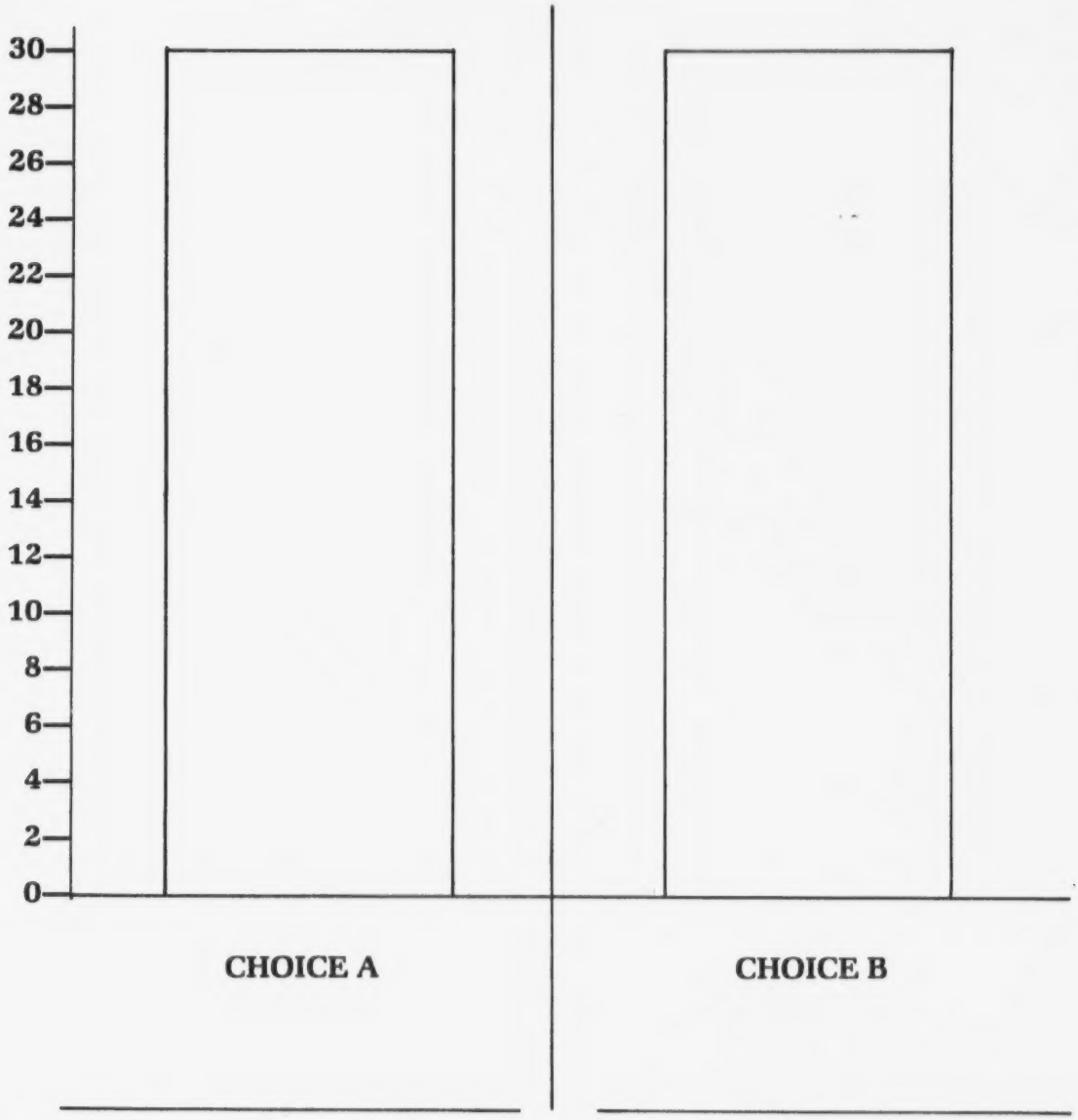
ACTIVITY WORKSHEET C

Name _____

BAR GRAPH



_____ _____

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ACTIVITY WORKSHEET D

Name _____

WORDSEARCH

P	J	B	K	F	A	I	R	C	F	V	B	P
X	R	N	B	S	R	C	W	D	B	F	G	H
T	B	I	E	X	N	G	A	L	F	P	F	I
V	L	L	N	C	E	S	S	K	V	H	E	L
B	U	K	W	T	C	K	H	R	M	J	D	A
R	R	N	W	L	I	B	I	U	O	U	E	D
U	L	A	W	A	O	N	N	J	D	S	R	E
L	M	R	M	B	H	L	G	S	E	T	A	L
E	M	F	H	P	C	R	T	P	E	I	L	P
S	S	S	E	R	G	N	O	C	R	C	X	H
Q	S	V	O	T	E	N	N	H	F	E	T	I
M	Z	N	T	R	A	C	L	W	R	D	S	A
C	O	N	S	T	I	T	U	T	I	O	N	S

- FRANKLIN
- WASHINGTON
- FLAG
- LAW
- CONGRESS
- FREEDOM
- VOTE
- RULES
- CHOICE
- FAIR
- CONSTITUTION
- JUSTICE
- PRINTING PRESS
- FEDERAL
- PHILADELPHIA

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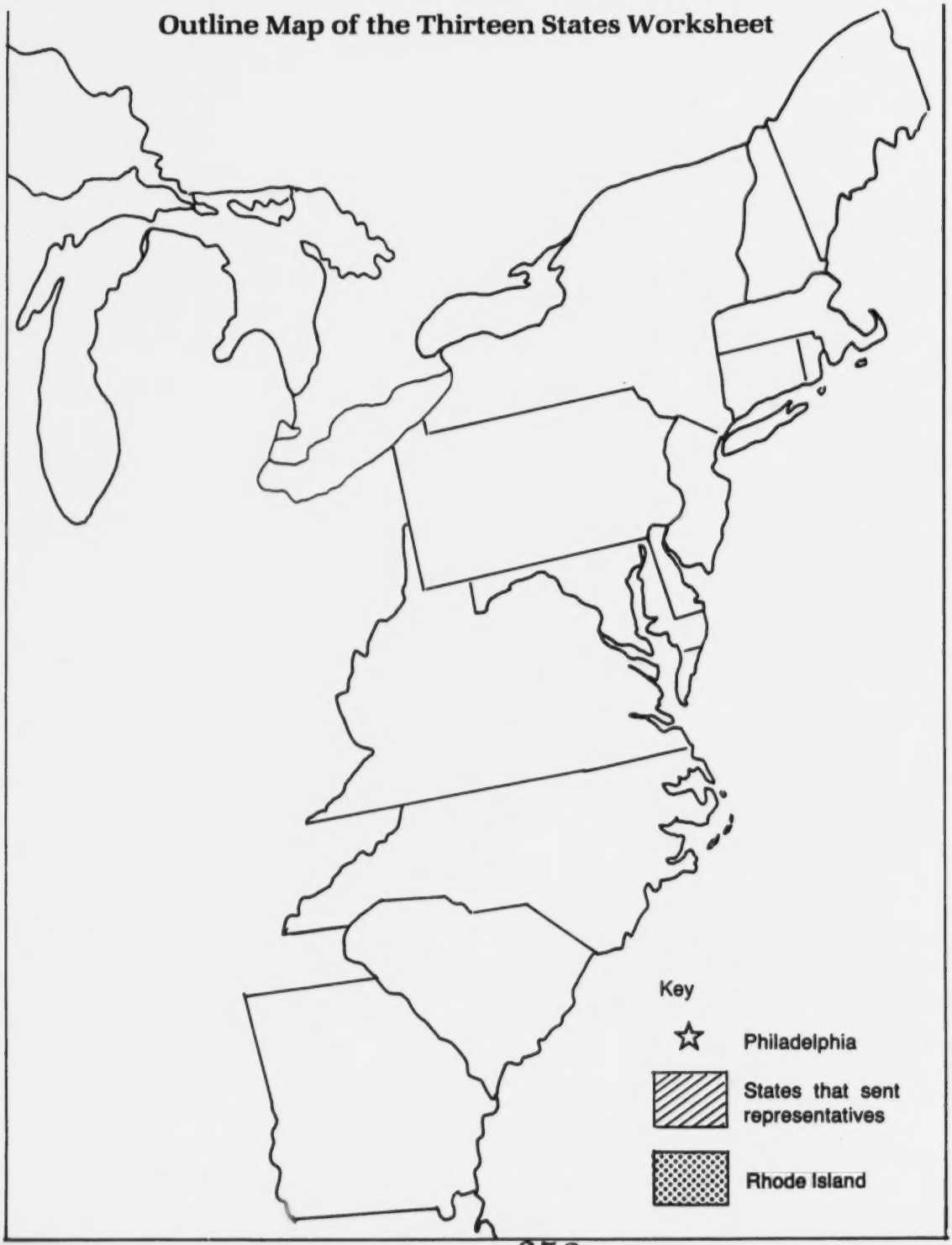
ACTIVITY WORKSHEET E

Name _____

Outline Map of the Thirteen States Worksheet



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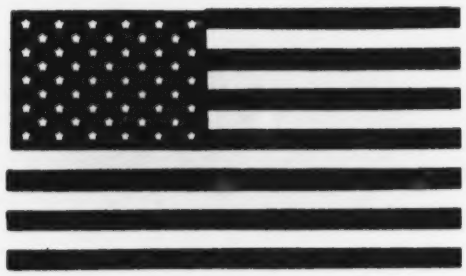
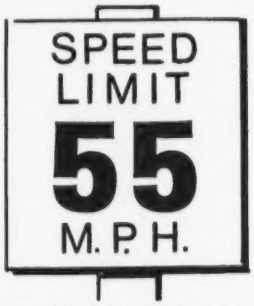
ACTIVITY WORKSHEET F

Name _____

Cut and Paste Vocabulary Worksheet





sign flag money measure

cut and paste in above

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AMENDMENTS TO THESE LESSONS

These ideas may be used to adapt or extend the learning of the lessons in *About Our Constitution*. These "amendments" may be used individually, in groups, or as homework assignments.

- Draw a picture of yourself following a rule at school, on a school bus, on the playground or at home.
- Have the children write *We the People* on paper in ink and expose it to sunlight to make it fade. Explain that fading has happened to our Constitution and that is why it is protected today in a sealed case at the National Archives.
- Look at pictures from the Constitutional Convention that show quill pens. Explain how they were used. Cut out a feather "quill" and tape it to a pencil.
- Draw a flag with thirteen stars. Compare today's flag with this one.
- Talk about rules that are for the classroom and those that are for the whole school. Discuss how this compares to state and national laws.
- Use a children's story that illustrates a Constitutional concept such as freedom of speech or religion, civil rights, fairness of laws, trial by jury. Read the story to the class and discuss.
- Write a story, poem, riddle or diary. Pretend to be someone living in 1787.
- Have the class sing songs of the period and discuss the words.
- Make "snowballs" as they were made in 1787 in Williamsburg, VA.

  Recipe: for 30 servings

  Half-gallon of vanilla ice cream

  4 cups of shredded coconut

  medium size can of chocolate syrup

  Use a melon scooper to make balls of ice cream. Roll the balls in the shredded coconut. Put in a freezer to harden. Place a teaspoon of chocolate in a dish and put the snowballs on top. Enjoy!

- Repeat Activities 1-3 with children working in small groups.
- Adapt any suitable activity from the Grades 4-6 section.

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1: A CONSTITUTION OF LAWS

Main Concepts

- Societies need laws to make our lives better and more orderly, and protect the rights of people.
- Laws need to be fair, clearly stated and enforceable.

Materials

- Classroom rules or "Rules We Need" Worksheet (class set) —Activity Worksheet #1.

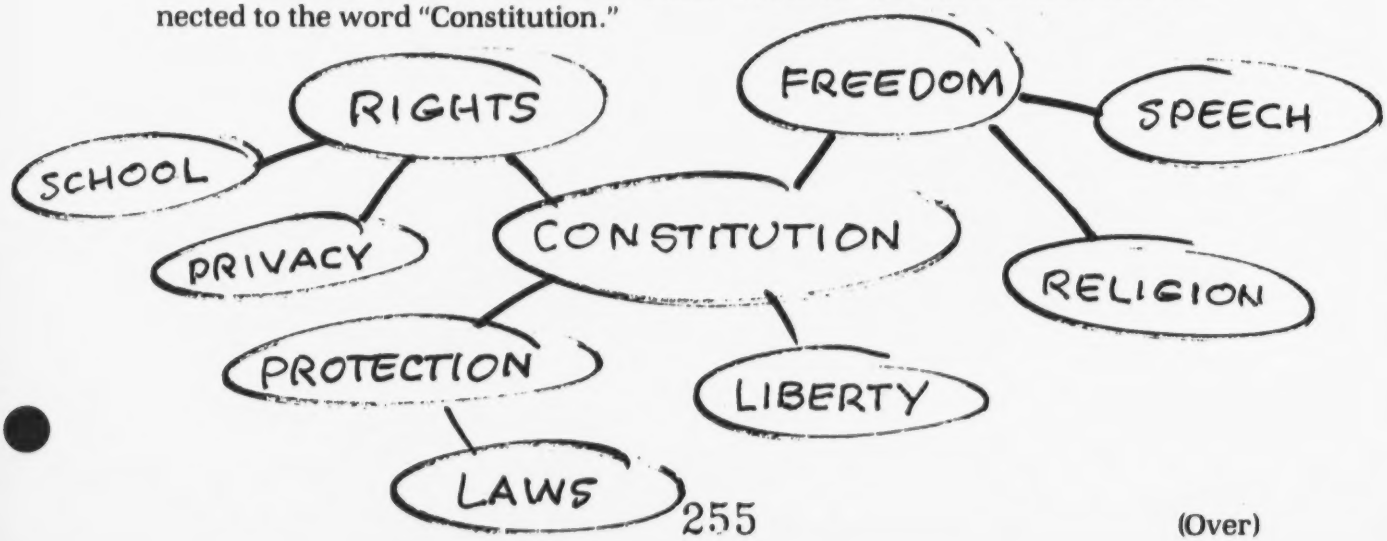
Strategy

The introduction to this lesson is your own set of classroom rules or the worksheet provided in this kit. The class will be reviewing or creating your classroom rules and discussing the importance of rules to keep order in a group, no matter how large or small.

Step 1—

Explain that after the Revolution, the founders of our country saw a need to establish such rules to maintain an orderly and peaceful nation. The result of this became our Constitution.

Do a "Constitution Web" on the chalkboard. This begins with the word "Constitution" written in the center of the board. The students then suggest words they think of related to the Constitution. These words are grouped around and connected to the word "Constitution."



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Explain that the Constitution provides a plan of government to set and enforce rules so that we may enjoy these benefits.

Step 2— IF YOU ARE USING YOUR OWN CLASS RULES . . .

Explain that rules need to be clear, enforceable and fair to everyone. List these criteria on the board. Discuss your class rules in this context.

Step 2— IF YOUR CLASS IS CREATING RULES . . .

Explain that rules need to be clear, enforceable and fair to everyone. List these criteria on the board. Brainstorm seven suggestions for class rules that fit these three criteria and list them on the board.

Students copy these seven suggestions on the "Rules We Need" worksheet.

Before the class votes on the best four rules, lead a class discussion on the pros and cons of each of the seven suggestions. Is it important? Is it practical? Is it clear? Is it enforceable? Is it fair?

Students vote for the four rules they think are the best and record the votes in the tally boxes on the worksheet.

> **Note:** To ensure that the rules are acceptable to you, you may wish to explain the presidential veto and Congressional override and use this as a strategy to refine rules that would not be in keeping with your own style.
>
> **Presidential Veto**
> To become a law, a bill must pass both Houses and be signed by the president. The president may VETO a bill. He returns it with his objections to the House in which it originated.
>
> Congress may OVERRIDE the veto by a two-thirds vote in each House. It is often difficult to obtain the two-thirds vote; only three percent of presidential vetoes have been overridden. A bill can become law even though the president hasn't signed it. This is called a POCKET VETO. If the president does not veto or sign a bill within ten days of receiving it, the bill automatically becomes a law unless Congress has recessed.

Step 3—

As the culmination of this activity review the value of written rules (laws) and that our Constitution is our plan of government which provides the way we make our laws.

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2: FIND IT IN THE CONSTITUTION

Main Concepts

- The Constitution is our plan of government.
- The Constitution provides for three branches of government with distinct roles for each.
- The Constitution is a short document containing a Preamble, seven Articles and twenty-six Amendments.

Materials

- "A Guide to the Constitution" (class set) — Activity Worksheet #2.
- "Find It in the Constitution" worksheet (class set) or transparency of this worksheet — Activity Worksheet #3.
- Reference copy of the Constitution.

Strategy

Read through the sections of the Constitution together from "A Guide to the Constitution."

Complete the "Find It in the Constitution" worksheet or transparency to highlight key aspects of the Constitution.

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3: THE CONSTITUTION IN LIVING COLOR

Main Concepts

- The Constitution is our plan of government. It identifies the areas in which Congress has authority to make laws.
- The laws and the Constitution affect our everyday lives.

Materials

- Magazines, newspapers
- Scissors
- Glue
- Poster boards

Strategy

Step 1—

Introduce Article I, Section 8 which says that the Congress shall have the power to:

- coin money
- fix standards for weights and measures
- establish post offices
- grant copyrights and patents
- regulate commerce with foreign nations
- make all laws which shall be necessary and proper.

Step 2—

Divide the class into groups and assign each group to find pictures of graphic presentations of these powers. Make a collage of all the pictures found. Examples are:

- coins, paper money
- ruler, packaged food item with weight listed
- letter with a stamp, collection of stamps
- book, record, trading cards—anything copyrighted or trademarked
- anything that is imported
- anything not covered above such as speed limit sign.

This may require some discussion, especially regarding copyrights (look at classroom books), patents (look at brand names and products known by brand names), and commerce with foreign nations (imported items).

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4: IN-SCHOOL CONSTITUTION SEARCH

Main Concepts

- The Constitution defines the relationship of states and the federal government in Article IV.
- Amendment X states that powers not given to the federal government or prohibited to the states are reserved to the states or the people.
- Amendment XIV guarantees the right of citizens to equal protection of the laws.

Materials

- "In-School Constitution Search" worksheet (class set) — Activity Worksheet #4.

Strategy

Step 1—

Tell students that they are going on a tour of the school to look for examples of the Constitution in action. Discuss the differences among the Constitution, laws passed by Congress and regulations developed by agencies of the executive branch. Point out the provisions of Article IV, Article X and Amendment XIV of the Constitution.

Step 2—

Give each student a copy of the worksheet and tell the students to bring something with which to write. You will lead a tour of the school area. The following itinerary will assist you. It is suggested to begin the tour at the flagpole. Discuss the three levels of government—federal, state and local—each with law-making capability and a system for implementing and enforcing the laws. Through discussion, help students check which levels of government apply to the things they see. Use the list below as a reference.

In-school Site	Who Is Responsible?
1. Water fountain	Water purity standards are set by the national government which must be carried out by state and local agencies.
2. School kitchen	National Pure Food and Drug regulations, the U.S. Department of Agriculture, federal meat inspection, and fed-

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	eral subsidy programs oversee the food that is prepared in the kitchens. State and local inspectors enforce health and safety standards.
3. School buses	National safety guidelines must be met by the schools. Drivers are licensed by the state and must obey local and state traffic laws.
4. Classroom with students	National laws establish guidelines for racial integration and mainstreaming of handicapped students. The state determines the requirements for graduation and teacher certification. Local school districts staff and run the schools.
5. Gym	National laws require school districts to provide equal opportunity and funding for girls' sports as well as boys'. State and local regulations protect health and safety.
6. Stage in the multi-purpose room	Freedom of speech and assembly is guaranteed by the Constitution.
7. Fire drill location	National fire safety guidelines are enforced by state and local inspectors. Many states require public buildings, such as schools, to have smoke detectors and/or sprinkler systems.

Laws and Regulations

A law is passed by Congress and it either requires or prohibits an action or gives certain rights. Regulations provide specifics as to how the intent of the law can be carried out. The regulations are generally drawn up and enforced by a government agency or by a commission which has been created by the law and reports to the executive branch. For example, Congress has passed laws aimed at protecting the nation's health. Such laws created the Food and Drug Administration. This agency sets regulations to guard against unsanitary conditions in food factories and also to inspect factories to see that the regulations are being followed. Food wrappers and containers tell us where the food has been processed, its ingredients, its nutritional values, and usability dates. This information complies with regulations established by the FDA in order to fulfill the intent of the law passed by Congress to maintain the health of Americans.

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5: GETTING TO KNOW 1787

Main Concepts

- Becoming familiar with well-known people, common places and things from 200 years ago.

Materials

- Reference books.

Strategy

Step 1—

Brainstorm a list of key people, places, tools and inventions at the time of the writing of the Constitution. Keep the list posted.

Step 2—

Assign each student one item or person from the list (or draw choices from a hat). Have each student "take the identity" of the item, place or person; each student will prepare a brief "self-description" by using the reference materials.

Step 3—

In the full group have each student share his/her "self-description" without disclosing the name. The other students will guess the identity from the posted list.

Step 4—

To review, have students try to identify everyone's item from memory. When students are stumped ask the student who stumped them to repeat their topic and information.

Repeat the review to see how many topics can be correctly recalled by one person. This activity can be repeated periodically until the students are familiar with the people, places and items from the period.

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6: YOU WERE THERE

Main Concepts

- Serious debate occurred over issues that had to be resolved for the Constitution to be ratified. Our country's first political parties developed out of the debate over ratification of the Constitution.
- The Constitution was not ratified by the states until a Bill of Rights was added.

Materials

- Debate quotes sheet—duplicate the list and cut it in order to provide each student with a quote. More than one student will receive the same quote — Activity Worksheet #5.
- "Debate" worksheet (class set) — Activity Worksheet #6.

Strategy — A Class Debate

Step 1—

Divide the class into pairs. Give each pair a quote. Working in their pairs students identify whether they are FOR or AGAINST ratification of the new Constitution.

Step 2—

All the FOR students meet as a group and all the AGAINST students meet as a group. Each group:

- listens to all of the viewpoints from the quotes
- develops arguments for the debate using these quotes
- chooses three members to present the arguments of the group in the debate.

Step 3—

Conduct the debate. Flip a coin to see which side speaks first. Alternate the FOR and AGAINST speakers.

Step 4—

At the end of the debate use the "Debate" worksheet to have students vote on ratification and evaluate the debate.

Optional version of the debate—Explain the sentiments of the Federalists and the Anti-Federalists. Identify key leaders in each group. Have students role-play these people during the debate.

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Guidelines for the Debate

A debate requires two segments. The speeches in the first segment are called "Constructive Speeches." The two sides take turns presenting their facts, beginning with a speaker for the affirmative, or pro-Constitution side. These speeches should be limited so that each side has the same amount of time to speak. Then you may or may not open the discussion to allow for questions to both sides for a specific period of time. This is followed by the "Rebuttal Speeches" in which one speaker from each team reiterates their points and argues for their position.

Federalists

The Federalists supported the ratification of the Constitution because they wanted the national government to have more authority than had been possible under the Articles of Confederation. The leaders were Alexander Hamilton, John Jay and James Madison. Together these men wrote *The Federalist Papers* which were a series of essays promoting the ratification of the new Constitution. The Federalists believed it was necessary to have a strong and stable national government even if it meant reducing the powers of the individual states. Federalist supporters were mainly property owners and merchants from New England and the Mid-Atlantic states. They saw themselves as the group best able to lead the new country. They were not in favor of adding a Bill of Rights to the new Constitution because they thought these rights were already guaranteed by the Constitution itself.

Anti-Federalists

The Anti-Federalists opposed the ratification of the new Constitution for two main reasons: they were afraid that a strong national government would swallow up the states and the Constitution did not contain a Bill of Rights protecting the hard-won freedoms of the people. Anti-Federalists were supported by the small farmers, shopkeepers and laborers. They did not want to be taxed or governed by a powerful Congress after fighting a long war against a powerful king and Parliament. Leaders of the Anti-Federalists were Elbridge Gerry, George Mason and George Clinton. Thomas Jefferson and Patrick Henry were prominent Anti-Federalists but did not attend the convention. The fears of many of the Anti-Federalists were resolved by the Bill of Rights and when the Constitution was ratified these former opponents accepted it as the supreme law of the land.

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7: CONSTITUTION BINGO

Main Concepts

- Familiarity with well-known people and places and common items from 200 years ago.

Materials

- "Bingo Game Board" masters—reproduce boards for class and 1 set of items to call.
- Pennies or game chips.

Strategy — Bingo Game

Play the game in typical "bingo" style calling the names and having the students cover those names on their bingo game board with game chips until someone gets five in a row covered.

Option — Team Bingo

Divide the class into the red team, the white team and the blue team. All players have individual game boards and the bingo game is played as usual. When a player gets "Bingo" his/her team earns 20 points. The team can add to its score by answering one of the thirteen Bingo questions; a correct answer by any person on that team earns the team an additional 50 points. A wrong answer allows the other team to try for the 50 bonus points. The first team to reach 200 points wins. (Have the students suggest why the numbers 13, 50 and 200 are used—13 original states, 50 states now, 200th birthday of the Constitution.)

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THIRTEEN BINGO QUESTIONS

1. Who served as the chairman of the Constitutional Convention?
   (*George Washington*)
2. Where was the Constitutional Convention held?
   (*Independence Hall, Philadelphia, Pa.*)
3. According to the Constitution, which branch settles arguments about the laws?
   (*Judicial branch—courts*)
4. What amendment protects the right to free speech?
   (*First*)
5. What are the first ten amendments called?
   (*Bill of Rights*)
6. Which state refused to attend the convention and was the last to ratify it?
   (*Rhode Island*)
7. According to the Constitution, which branch writes the laws?
   (*Legislative, Congress*)
8. How many years are in a bicentennial?
   (*200*)
9. Which branch does the Constitution say is responsible for enforcing the law?
   (*Executive, President*)
10. What was the first plan of government for the United States called?
    (*Articles of Confederation*)
11. What are the two houses of Congress called?
    (*House of Representatives, Senate*)
12. What is the introduction to the Constitution called?
    (*the Preamble*)
13. Who was the oldest of the 55 delegates to the Constitutional Convention?
    (*Benjamin Franklin*)

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ACTIVITY WORKSHEET 1

Name _____

RULES WE NEED WORKSHEET

1. _____

_____

2. _____

_____

3 _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

7. _____

_____

RULES	Votes For	Against
1.		
2.		
3.		
4.		
5.		
6.		
7.		266

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ACTIVITY WORKSHEET 2

Name _____

A Guide to the Constitution

Preamble

We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquillity, provide for the common Defense, promote the General Welfare, and secure the Blessings of Liberty to Ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Article I

The Legislative Branch: Congress is organized and the powers and restraints concerning both houses are specified.

Article II

The Executive Branch: The office of President is set up and its powers, restraints, duties, and manner of election are stated.

Article III

The Judicial Branch: The judicial power of the United States and the restraints on such power are defined. Treason is also defined.

Article IV

The States: The power of the states is determined as well as the relation of the states and territories to the federal government.

Article V

The method of amending the Constitution is prescribed and the guarantee of equal representation of states in the United States Senate is given.

Article VI

The supremacy of the Constitution over state law, federal laws, and treaties is stated. A requirement is made that all national and state officials must pledge to uphold the Constitution, although no religious test can be required.

Article VII

The method for ratification of the Constitution by the states is given.

Amendments *(with year of ratification)*

I Religious and political expression (1791)
II Right to keep and bear arms (1791)
III Unlawful quartering of soldiers in peace and war forbidden (1791)
IV Unreasonable searches and seizures forbidden (1791)
V Rights of persons accused of crimes (1791)
VI Protection in criminal trials (1791)
VII Jury trial in civil cases (1791)
VIII Excessive bail or cruel and unusual punishment forbidden (1791)
IX People's rights retained (1791)
X Powers reserved to the states and to the people (1791)
XI Suits against a state (1798)
XII Procedure for election of President and Vice President (1804)
XIII Slavery abolished (1865)
XIV Rights of citizens, apportionment of representatives in Congress; guarantee of due process of law and equal protection of the laws (1868)
XV The right to vote for former slaves (1870)
XVI Income taxes (1913)
XVII Direct election of senators (1913)
XVIII Prohibition of intoxicating liquors (1919)
XIX Women's right to vote (1920)
XX Presidential and congressional terms of office (1933)
XXI Repeal of the Eighteenth ("Prohibition") Amendment (1933)
XXII Two-term limit for Presidents (1951)
XXIII Provision of electors for the District of Columbia (1961)
XXIV Abolition of the poll tax as voting requirement (1964)
XXV Presidential disability and succession to office (1967)
XXVI Voting age lowered to eighteen (1971)

Adapted from *American Government in the Twentieth Century*. Morristown, New Jersey: Silver Burdett, General Learning Corporation, 1973.

From "Helping Children Understand the United States Constitution" Reprinted by permission from the American Bar Association

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ACTIVITY WORKSHEET 3

Name _____

Find It In The Constitution Worksheet

1. _____ How many Preambles?

   _____ How many Articles?

   _____ How many amendments were ratified in 1791 to make up the Bill of Rights?

   _____ How many amendments altogether?

2. What are the two other names for the lawmaking branch discussed in Article One of the Constitution? _____

   _____

3. According to Article II, who has the job of enforcing the laws? _____

   _____

4. According to Article III, who has the job of explaining the laws? _____

   _____

5. How many branches of government does the Constitution establish? _____

6. Which Article talks about the relation of the states and territories to the federal government?

   _____

7. According to Article V, changing the Constitution is called what? _____

8. Which Article says that national and state officials must pledge to uphold the Constitution?

   _____

9. Which amendment says you can vote when you are eighteen? _____

10. According to Article II, can these people become President of the United States? Write yes or no in the blank.

_____ a woman

_____ a handicapped person

_____ a person who hasn't been to college

_____ a Black person

_____ a 25 year old

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ACTIVITY WORKSHEET 4

Name _____

In-School Search for the Constitution Worksheet

Put a check ☑ in the box to show which level of government has laws about this item. (May be more than one.)

	National	State	Local
1. Water fountain			
2. School kitchen			
3. School buses			
4. Classroom with students			
5. Gym			
6. Stage			
7. Fire-drill location			

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ACTIVITY WORKSHEET 5

DEBATE QUOTES

I DO NOT LIKE THE NEW CONSTITUTION BECAUSE THE FEDERAL GOVERNMENT WILL HAVE TOO MUCH POWER.

I LIKE THE NEW CONSTITUTION BECAUSE THE OLD FEDERAL GOVERNMENT DOESN'T HAVE ENOUGH POWER. EVERY STATE DOES THINGS DIFFERENTLY.

I DO NOT LIKE THE NEW CONSTITUTION BECAUSE IT DOESN'T HAVE A BILL OF RIGHTS. PEOPLE CAME TO THIS COUNTRY FOR THEIR INDIVIDUAL RIGHTS.

I DO NOT LIKE THE NEW CONSTITUTION BECAUSE CONGRESS WAS SUPPOSED TO FIX THE ARTICLES OF CONFEDERATION, NOT WRITE A WHOLE NEW CONSTITUTION.

I AM AGAINST THE CONSTITUTION BECAUSE IT ALLOWS SLAVERY. ALL PEOPLE SHOULD BE FREE AND HAVE RIGHTS.

I AM FOR THE NEW CONSTITUTION BECAUSE A STRONG GOVERNMENT WILL REGULATE TRADE. RIGHT NOW I HAVE TO PAY A TARIFF OR TAX TO SELL MY VEGETABLES IN THE NEXT STATE.

I AM FOR THE CONSTITUTION BECAUSE A FEDERAL GOVERNMENT WILL PRINT MONEY THAT CAN BE USED THROUGHOUT THE COUNTRY.

I AM FOR THE NEW CONSTITUTION BECAUSE A STRONG GOVERNMENT WILL TAKE STRONGER ACTION AGAINST THE BRITISH AND FORCE THEM OUT OF THE WESTERN TERRITORY.

I AM FOR THE NEW GOVERNMENT BECAUSE IT WILL BE ABLE TO DEAL WITH COUNTRIES AND BE FRIENDLY TO BRITAIN.

I AM AGAINST THE NEW CONSTITUTION BECAUSE A PRESIDENT COULD BECOME TOO MUCH LIKE A KING.

I AM FOR THE NEW STRONG FEDERAL GOVERNMENT BECAUSE IT WILL STOP THE STATES FROM FIGHTING OVER RIVERS AND WATERWAYS.

I AM AGAINST THE NEW GOVERNMENT BECAUSE IT WILL CHANGE THE WAY LAND IS HANDLED IN THE WESTERN TERRITORY AND I MAY LOSE MY INVESTMENT THERE.

I AM FOR THE NEW CONSTITUTION BECAUSE IT WILL USE TAX MONEY FOR THE WHOLE COUNTRY.

I AM FOR THE NEW GOVERNMENT BECAUSE UNDER OUR OLD GOVERNMENT THE BIG STATES HAD MORE POWER THAN THE LITTLE STATES.

I AM AGAINST THE NEW CONSTITUTION. WHY SHOULD A LITTLE STATE HAVE TWO SENATORS LIKE A BIG STATE?

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ACTIVITY WORKSHEET 6

DEBATE WORKSHEET

Name _____

Directions: Fill in the blanks or circle your answers.

1. My quote was _____

_____

_____

2. I was in the group that debated (for, against) the ratification of the new Constitution.
3. After hearing the debate I voted (for, against) ratification because _____

_____

4. The class vote was _____ for ratification _____ against ratification.

Show the class vote on a bar graph

Class Votes On the Issue of Ratification

_____

FOR

_____

AGAINST

_____

5. ESSAY: Use the back of your paper to complete your essay answer. Write an essay that tells why it is always important to hear more than one side of an issue? In your opinion, were the Federalists or the Anti-Federalists more important? Were they both equally important? Explain your opinion. (Hint: Would we have the Constitution we have today without the Anti-Federalists?)

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U.S. Flag 1787	Fife & Drum Trio	Quill Pen	George Clinton	Patrick Henry
Bill of Rights 1 4 7 2 5 8 3 6 9 10	Supreme Court	Articles of Confederation	Town Crier	Independence Hall Phila.
George Washington	E PLURIBUS UNUM Eagle	**FREE** The Constitution 1787–1987	Liberty Bell	Federalist Papers
Sailboat (square rigger)	James Wilson	George Mason	Elbridge Gerry	James Madison
Militiaman	We the People	Benjamin Franklin	White House	Map of 13 States

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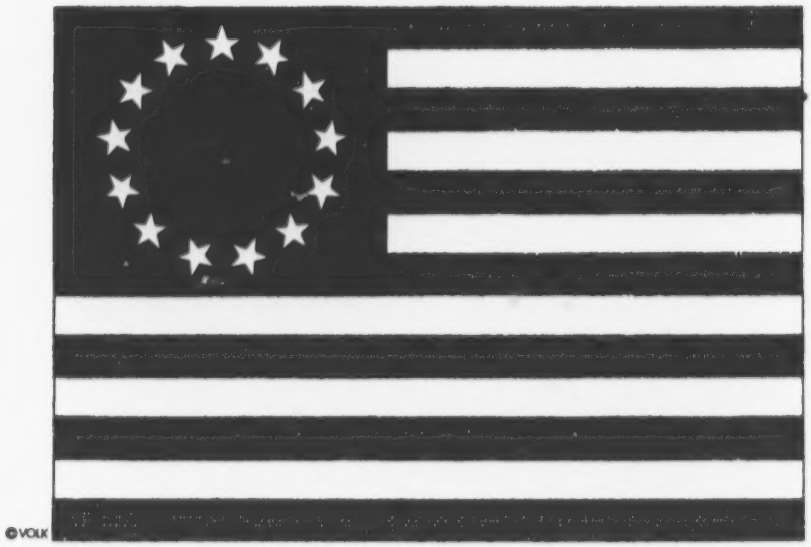

U. S. Congress	Liberty Bell	Scales of Justice	George Mason	Quill Pen
Gavel	John Jay	Gouverneur Morris	James Wilson	Articles of Confederation
U.S. Flag 1787	Town Crier	**FREE** The Constitution 1787–1987	U.S. Flag 1987	Melancton Smith
George Clinton	Map of 13 States	Washington's Chair at Independence Hall "Rising Sun"	Alexander Hamilton	Jury
Fife & Drum Trio	Wig	Militiaman	Independence Hall Phila.	Federalist Papers

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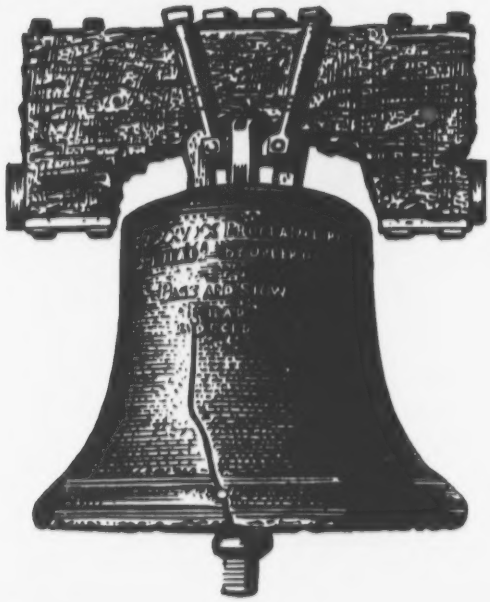

Liberty Bell	Patrick Henry	Bill of Rights 1 4 7 2 5 8 3 6 9 10	Abigail Adams	John Jay
George Mason	Quill Pen	Articles of Confederation	Washington's Chair at Independence Hall "Rising Sun"	U.S. Flag 1987
Independence Hall Phila.	James Wilson	**FREE** The Constitution 1787–1987	Jury	Melancton Smith
E PLURIBUS UNUM Eagle	Federalist Papers	Alexander Hamilton	Gouverneur Morris	Scales of Justice
We the People	Militiaman	Supreme Court	George Washington	Stage Coach

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Washington's Chair at Independence Hall "Rising Sun"	Quill Pen	Federalist Papers	Patrick Henry	George Washington
Melancton Smith	Bill of Rights 1 4 7 2 5 8 3 6 9 10	E PLURIBUS UNUM Eagle	Jury	James Wilson
Ballot Box	We the People	**FREE** The Constitution 1787–1987	John Jay	Supreme Court
Stage Coach	Liberty Bell	Militiaman	Sailboat (square rigger)	Elbridge Gerry
U.S. Flag 1787	Abigail Adams	Scales of Justice	Gouverneur Morris	Alexander Hamilton

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Gouverneur Morris	Map of 13 States	White House	U. S. Congress	George Clinton
George Mason	Benjamin Franklin	John Jay	Sailboat (square rigger)	Federalist Papers
Washington's Chair at Independence Hall "Rising Sun"	Independence Hall Phila.	**FREE** The Constitution 1787–1987	U.S. Flag 1987	Melancton Smith
James Madison	Tricornered Hat and Buckle Shoes	Fife & Drum Trio	Wig	Federalists
Ballot Box	E PLURIBUS UNUM Eagle	Articles of Confederation	Town Crier	Gavel

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George Mason	Quill Pen	Benjamin Franklin	James Madison	Patrick Henry
U.S. Flag 1787	U. S. Congress	Wig	Map of 13 States	Independence Hall Phila.
Federalists	George Washington	**FREE** The Constitution 1787–1987	Articles of Confederation	Town Crier
Supreme Court	Washington's Chair at Independence Hall "Rising Sun"	John Jay	Fife & Drum Trio	White House
We the People	Federalist Papers	Gavel	Tricornered Hat and Buckle Shoes	George Clinton

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Benjamin Franklin	Ballot Box	Supreme Court	Scales of Justice	Bill of Rights 1 4 7 2 5 8 3 6 9 10
Elbridge Gerry	Gavel	John Jay	James Wilson	White House
Sailboat (square rigger)	Town Crier	**FREE** The Constitution 1787–1987	U.S. Flag 1987	Melancton Smith
E PLURIBUS UNUM Eagle	Map of 13 States	Patrick Henry	Abigail Adams	Federalists
U.S. Flag 1787	Wig	James Madison	Tricornered Hat and Buckle Shoes	Federalist Papers

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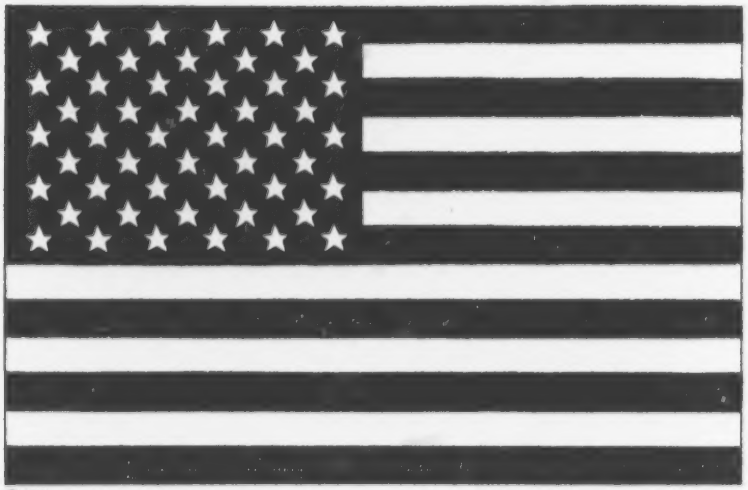

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U. S. Congress	Ballot Box	Supreme Court	Scales of Justice	Quill Pen
Gavel	John Jay	George Washington	James Wilson	Articles of Confederation
U.S. Flag 1787	Town Crier	**FREE** The Constitution 1787–1987	U.S. Flag 1987	Melancton Smith
E PLURIBUS UNUM Eagle	Map of 13 States	Patrick Henry	Alexander Hamilton	James Madison
Fife & Drum Trio	Wig	Stage Coach	We the People	Federalist Papers

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Abigail Adams

Liberty Bell

Supreme Court

James Wilson

Federalists

Alexander Hamilton

Independence Hall Phila.

U.S. Flag 1987

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Elbridge Gerry

George Mason

Patrick Henry

George Clinton

Melancton Smith

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Federalist Papers

Articles of Confederation

E PLURIBUS UNUM Eagle

284

Sailboat
(square rigger)

Militiaman

Scales of
Justice

Quill Pen

We the
People

285

Bill of Rights
1 4 7
2 5 8
3 6 9 10

U.S. Flag
1787

Stage Coach

286

Ballot Box

George Washington

Town Crier

Wig

James Madison

Fife & Drum Trio

Tricornered Hat and Buckle Shoes

G. Washington's Chair at Independence Hall "Rising Sun"

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Benjamin Franklin

John Jay

Jury

Gavel

U. S. Congress

White House

Map of 13 States

Gouverneur Morris

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AMENDMENTS TO THESE LESSONS

These ideas may be used to adapt or extend the learning of the lessons in *About Our Constitution*. These "amendments" can be used individually, in groups, or as homework assignments.

- Use a spelling bee format to identify the topics of the amendments in the Bill of Rights.
- Have the students use graph paper and develop individual crossword puzzles. Exchange and complete.
- During current events discussion, select articles that have Constitutional connections. Identify the part(s) of the Constitution related to these issues or news events.
- Visit a courtroom or government building and have students prepare reports on what they observed.
- Invite a lawyer, judge, legislator or newspaper editor to come to the class. Prepare interview questions including how the Constitution is related to that person's work. Have the class write thank you notes.
- Conduct a creative writing assignment on a topic such as "What the Constitution Means to Me" or "How Life Might Be Different Without Our Constitution."
- Prepare a simple food from 200 years ago for classroom enjoyment. See the K-3 section for one suggestion.
- Fill in an overlay map of the original thirteen states. Make an overlay map of the United States today and compare the two. Identify when your state gained statehood.
- Use a children's story that illustrates a Constitutional concept such as freedom of speech or religion, civil rights, fairness of laws, trial by jury. Read the story to the class and discuss.
- String Printing. An elementary printing press can be made with a sheet of cardboard, string, glue, paint and an old paper towel roll. Glue the string in a design (an old coin or a symbol of our country) onto the cardboard. Roll paint over the design with the toweling roll and press a clean piece of paper over it to make prints. Reapply paint as needed.
- Finger puppets. Using popsicle sticks and pictures or drawings of key people such as George Washington, Benjamin Franklin, Thomas Jefferson and Abigail Adams, have students make finger puppets and write skits using the characters.
- Have the class prepare an "Almanac" covering the activities of the class. Include 1787-type adages.
- Have students find out what discoveries, tools and inventions existed in 1787. Compile a list and then let students create "new" inventions based only on the technology available in 1787.
- Adapt any suitable activity from the K-3 section.

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Background on the Creation of the Constitution
About the People and the Times

Before the Constitutional Convention Met

Our Constitution calls for a Congress representing the people of a free nation. Yet even before we were a nation, the First Continental Congress gathered in Philadelphia, in 1774, to ask for certain rights from Britain. This colonial Congress wrote a bill of rights protesting the "Intolerable Acts" passed by Parliament. The delegates demanded "life, liberty, and property" and stated the right to govern themselves free of the English Parliament, subject only to the king's veto except in foreign trade matters.

The Second Continental Congress met in May 1775, after the fighting had begun at Lexington and Concord. From then on the ties to Britain were quickly broken. The idea of independence took hold. By the time the colonies signed the Declaration of Independence in July 1776, many were already drafting their own state constitutions. Rhode Island and Connecticut continued to live by their colonial charters. These colonial charters and state constitutions became models for the new U.S. Constitution.

Each of these state constitutions contained a bill of rights and most called for a two-house legislature. Each set up a system of state courts.

The Articles of Confederation

The new nation needed some governing body to coordinate the war and to promote cooperation among the thirteen new governments. By July 1777, the Continental Congress had drafted a written working agreement. When the Articles of Confederation were finally ratified in May 1781, they allowed for a loose alliance of states. There was a one-house Congress presided over by a president. Each state had one vote. There was no judiciary and no executive branch. This Congress was empowered to:

> make war and peace, send and receive ambassadors; enter into treaties and alliances; coin money (as were the states); regulate Indian affairs; and establish a post office.

For the next few years the states struggled to live by the Articles of Confederation, but distances between states were great, communication was very limited in those days, and border conflicts grew in many places. Cooperation was strained as each of the thirteen turned attention to its own needs and problems.

The Articles of Confederation were very weak, since they declared only certain powers, and Congress could not easily pass more. Amendments had to be passed by nine votes in Congress, then ratified by all thirteen states. Change was nearly impossible. The Congress had no power to tax the people or the states or to regulate trade. There were no national courts. Congress was left to talk. It could take little action of any kind.

Moving Toward a Constitutional Convention

From the start, a few voices began to speak up for a better agreement. Many criticized the Congress for its lack of action. Others feared rebellion as groups protested the inability of the new government to meet its obligations. At Newburgh, New York, army officers gathered to complain of delayed pay, pensions, and allowances for food and clothing. Enlisted men demanding back pay stormed the State House in Philadelphia where Congress was meeting and forced them to flee to Princeton, New Jersey. Debt-ridden farmers in Massachusetts, led by Daniel Shays, marched on Boston to try to force the state to change its hard money policy. They were finally put down by the Massachusetts militia. State leaders began to realize that a more effective national government was urgently needed.

Alexander Hamilton had been speaking and writing on that subject for some time. James Madison had been working to gather a few states to talk about reforms. Gradually, with a meeting in Mount Vernon in 1785 on trade and a gathering at Annapolis in 1786, momentum for revising the Articles built up. Madison, Hamilton, and others worked closely together at Annapolis. The small group there produced an agreement to petition the Continental Congress to convene a meeting. Congress agreed and a date was set for such a gathering on the second Monday in May, 1787, to revise the Articles of Confederation.

The Constitutional Convention

Twelve states sent fifty-five delegates to Philadelphia in May. Rhode Island never sent a representative and was the last to ratify the Constitution after it was drafted. The delegates met in closed secret session. Diaries kept that summer and Madison's private notes, published after his death in 1840, give us details of the debates and compromises that fashioned our Constitution.

With George Washington presiding, the delegates reached a "Great Compromise" on representation that was the basis for a union of the states. The House was to have one representative for each 30,000 people in the state, counting three-fifths of the slaves. In the Senate, each state was to have an equal vote.

During August, committees worked on the details and style of the document and the Convention met to settle some issues. By September 17th the Constitution was ready for signatures. Only thirty-nine delegates signed. The summer of 1787 ended with great parades and celebrations for the new and stronger government. Other Americans were not pleased and resolved to oppose the Constitution. Months of debate followed between Federalists and Anti-Federalists, ending with the ratification of the Constitution in 1788.

On March 4, 1789, the old Congress put the new Constitution in effect and on April 30, 1789, George Washington was inaugurated in New York as the first president of the United States.

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